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ABSTRACT

A national study investigated: (1) the amount of time high school foreign language teachers devote to the study of culture in language courses; (2) culture content covered in language courses; (3) strategies and materials used; (4) the extent of teacher cooperation in combining language and culture study, and whether it fosters inclusion of culture study in language courses; (5) factors encouraging social studies teachers to work cooperatively with language teachers in planning and implementing culture study opportunities for language students; and (6) the materials, staff development opportunities, and institutional support language teachers perceive as needed to teach culture more effectively. Data were gathered in a mail survey of 1,566 modern language teachers and 560 social studies teachers, and telephone interviews with 191 of the respondents. The report details both the surveys and the findings, and makes recommendations for teacher education and staff development, instructional materials and materials selection, techniques for building support of administrators and the public, and cross-disciplinary cooperation and teaching. Several areas are highlighted for future research efforts. The survey instruments are appended. Contains 20 references. (MSE)

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Culture in the Foreign Language Classroom:
A Survey of High School Teachers' Practices and Needs

Final Report and Executive Summary

Conducted by
Social Science Education Consortium
Boulder, Colorado

Funded by
International Research and Studies Program
U.S. Department of Education

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Chapter 1. Project Overview

Need for This Study

Calls for the Study of Culture in Foreign Language Classrooms

The *National Standards in Foreign Language Education* (1995) strongly emphasize the connection between the study of a language and the study of the cultures in which that language is spoken. In fact, of the five goals for foreign language education described in the standards document, three relate very specifically to developing students' understanding of culture:

- Goal Two: Gain Knowledge of Other Cultures
- Goal Four: Develop Insight into Own Language and Culture
- Goal Five: Participate in Multilingual Communities and Global Society

This call for culture study in the foreign language curriculum is not new. Indeed, educators were advocating the integration of culture and foreign language study as early as 1953 (Brown 1953). Over the years, many foreign language educators have echoed these calls (see, for example, Brook 1969, Jay and Castle 1971, Peck 1972, Hendon 1978, Jordan 1982, Candlin 1992). Educators in other nations have supported such integration (see, for example, Bostock 1975). Social studies educators have also seen the critical link between culture study and foreign language instruction; in a special issue of *Social Education* devoted to this linkage, Bragaw and Loew expressed their concern in the following words: "The teachers of second languages and the teachers of social studies share a weighty responsibility to help students move toward this goal of global understanding and multicultural awareness" (Bragaw and Loew 1985). In fact, in the late 1970s and early 1980s, the National Council for the Social Studies and the American Council on the Teaching of Foreign Languages sponsored a joint task force to pursue collaborations across disciplines.

While the emphasis on including culture study in the foreign language classroom is not new, the national standards have provided a new impetus for such inclusion. Furthermore, in developing the standards, the K-12 Student Standards Task Force went beyond earlier debates about whether the focus should be "Big C" culture ("the study of the great figures of history and those products of the literature, the fine arts, and the sciences that are traditionally assigned to `elite' or `high' culture") or "small c" culture ("those aspects of daily living studied by the sociologist and the anthropologist: objects, tools, means of transportation, housing, clothing, food, and all of the patterns of behavior that members of the culture regard as necessary and appropriate"). The task force clearly called for the inclusion of not only both "Big C" and "little C" culture but also "the view of the world (attitudes, values, mind sets) held by members of a given group." This broad conception of culture may well be new to many foreign language teachers.

Current Status of Culture Study in Foreign Language Classrooms

The literature is replete with examples of ways in which foreign language teachers—at both the precollegiate and collegiate levels—have incorporated culture study into their curricula (see, for example, Nelson 1972, Fryer 1975, Yanes 1992, Kulick and Mather 1993, Mayer 1993, Beebe and Leonard 1994). Yet many analysts suggest that such incorporation of culture is not yet common in precollegiate foreign language classes (see, for example, Bragaw 1991). Supporting this view is a survey of foreign language texts revealing that most texts include little cultural information, instead presenting the language in the context of an American teenager's life.

Prior to this research, little hard data existed on the extent to which precollegiate foreign language teachers incorporate culture studies in their classes. A search of the Educational Resources Information Center (ERIC) data base revealed only one study on this topic in the past 20 years. That study (Cakmak 1990) was very limited in scope, involving observation of "the disciplinary perspectives and instructional practices within English, Foreign Language, and Social Science departments in a midwestern high school to determine the degree of collaboration practiced by instructors to provide interconnected cross-cultural education." The results of this small pilot study indicated that the social studies department took the lead in providing cross-cultural education, with the English department doing nothing in this regard and the foreign language teachers focusing primarily on language proficiency and devoting minimal attention to culture. Reasons given for the lack of cooperation across departments were scheduling difficulties and lack of time.

An examination of research funded under Title VI of the Higher Education Act confirmed the lack of data in this area. No studies related to this topic were funded between 1974 and 1995 (Marcos 1993, International Research and Studies Program 1994, 1995). While studies of course offerings and enrollments had been conducted, studies of culture study in the foreign language classroom and social studies/foreign language cooperation had not.

Need for Data on Culture Study in Foreign Language Classrooms

The national standards for foreign language instruction call for the inclusion of culture in foreign language curricula; the definition of culture used in the standards is a broad one, going beyond previous debates on what aspects of culture should be studied in conjunction with foreign language instruction. Yet little data existed on the extent to which foreign language teachers are currently addressing culture in their courses.

If teachers are indeed focusing primarily on language acquisition, as some analysts suggest, we hypothesized that they would need technical assistance and other forms of support in order to make the changes required to meet the standards. Without data on current practice and perceived needs, however, providing assistance targeted to actual needs would be difficult.

In addition, little was known about the extent to which foreign language teachers work with what appeared to us to be an obvious resource within the school—their colleagues in the social studies department. More information was needed about the extent to which cooperation between departments occurs and about the willingness and ability of social studies teachers to work with foreign language teachers in developing students' understanding of other cultures. While the potential for cooperation seems high, such issues as scheduling, time constraints, and territoriality have been cited as possible barriers to such cooperation. In order to facilitate cooperation, more needed to be known about current levels of cooperative work and the factors encouraging and discouraging such cooperation.

All these factors combined to provide a strong rationale for a survey of foreign language and social studies teachers.

Project Goal

The overall goal of this project is to conduct a study focused on six research questions:

1. How much time do high school teachers of modern foreign languages devote to the study of culture in their language courses?

2. What content about culture do high school teachers of modern foreign languages cover in their language courses?
3. What strategies and materials do those high school foreign language teachers who report teaching about culture use for culture study?
4. To what extent do foreign language and social studies teachers cooperate in combining language and culture study and does such cooperation encourage foreign language teachers to include culture study in their courses?
5. What factors encourage social studies teachers to work cooperatively with foreign language teachers in planning and implementing culture study opportunities for foreign language students?
6. What materials, staff development opportunities, and institutional support do foreign language teachers believe they need in order to teach about culture more effectively?

Organization of This Report

Chapter 2 of this report describes the methodology used in the research project. Chapter 3 presents a review of the literature that served as a starting point for developing the survey instrument. Chapters 4 through 6 present the results from the mail-out surveys sent to high school foreign language and social studies teachers. Chapter 7 presents the results of the telephone interviews with foreign language teachers. Chapter 8 describes responses from several teachers in greater detail. Chapter 9 presents the conclusions and recommendations derived from the research.

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Chapter 2. Methodology

This research project consisted of two major phases: (1) a mail-out survey and (2) a telephone interview. The methodology used is described in the following subsections.

Mail-Out Survey

The first step in developing the survey instrument was to conduct a review of the research related to culture teaching in the foreign language classroom. This literature review (see Chapter 3) identified a number of issues or topics to be addressed in the survey.

Staff then developed drafts of the two instruments, one to be sent to social studies teachers and one to foreign language teachers. The instruments were reviewed internally and were then presented to the project advisory board for extensive review and comments (see Acknowledgments for a list of the project advisory board members).

Following the advisory board meeting, the instruments were revised, sent to the advisory board members for further comments, and then revised again. The instruments were then piloted in the Denver metro area. The foreign language instrument was piloted with ten teachers of diverse foreign languages in the Denver Public Schools. These teachers completed the survey and then spent time discussing strengths and weaknesses. The social studies survey was piloted with three social studies teachers, who completed the survey and then were individually interviewed about their reactions by a staff member. Following the piloting, the instruments were revised a final time and were formatted for ease in completion and coding. The final surveys are included as Appendix A.

Sample selection followed a parallel track. An initial plan for sample selection was prepared for review by the advisory board at their first meeting. The sample selection plan was revised based on the board's responses and on consultation with the company providing the mailing labels, Market Data Retrieval. The final samples were as follows:

- 12,000 Senior High School Foreign Language Teachers. Because the vast majority of foreign language instruction occurs at the high school level, we decided to focus on high school teachers only. All 500 Japanese teachers were selected; the remaining teachers were selected from French, German, Spanish, and a general "Foreign Languages" category. These 11,500 teachers were a stratified random sample, with more rural teachers included in the sample because more teachers teach in rural settings than in urban and suburban settings (4,500 rural, 3,500 suburban, and 3,500 urban).
- 6,000 Senior High School World History Teachers. We focused on senior high school teachers as those who would be cooperating with the foreign language teachers in our study. We wished to select teachers most likely to have academic backgrounds that would be useful to foreign language teachers seeking to include more culture study in their courses; although we had hoped for a broader spectrum of courses to choose from (world history, world geography, area studies), world history was the most germane list available for purchase. Again, this was a stratified random sample with 2,400 rural teachers, 1,800 suburban teachers, and 1,800 urban teachers.

The surveys were mailed with postage-paid return envelopes enclosed on January 4, 1997; a deadline of February 21 was established for return of the surveys. We received 1,566 completed surveys from foreign language teachers (13.05 percent) and 560 completed surveys from social studies teachers

(9.33 percent). These return rates were disappointing but not surprising, given that our project budget did not provide for such return-raising strategies as postcards providing advance notice of the surveys or follow-up mailings.

Templates for entering the data into the Statistical Packages for the Social Sciences (SPSS) were developed; these templates involved 235 entries for each foreign language survey and 155 entries for the social studies survey. Data entry was completed by mid-summer 1997.

The two sets of data were then subjected to a variety of analyses. Responses of social studies teachers were compared across socioeconomic level of the school, rural-urban-suburban-school setting, courses taught, and teacher's tendency to stress more abstract/process-focused instruction vs. more concrete/fact-based instruction. While some differences across courses taught were found, the other analyses revealed no significant differences. Thus, the report on the social studies data (see Chapter 5) looks primarily at differences across courses taught.

The responses of foreign language teachers were subjected to many of these same analyses–socioeconomic level of school, rural-suburban-urban setting, and abstract/process-focused instruction versus concrete/fact-based instruction–but were also analyzed in several additional ways. Teachers who had received a degree in an education field or foreign language after 1990 were compared with all other responses. Teachers were categorized according to the time spent in another culture and were compared on that basis. Finally, staff devised a ten-point culture scale by weighting responses to several key survey questions. The scale was based on the following factors:

- Membership in more than one professional organization.
- The response regarding reasons for teaching culture that best reflected the view in the standards.
- The responses regarding the place of culture study in the classroom that reflected the greatest degree of teaching about culture.
- Higher weight given to culture in determining student grades.
- Use of performance tasks to assess culture learning.
- Description of own preparation to meet the standards as "very well prepared."

A negative point could be scored for indicating that the reason for not working with teachers in other disciplines was "lack of interest on my part." The range of possible scores was -1 to 9. Results from all of these analyses are provided in Chapter 4. Of course, the data could be looked at from a number of other perspectives, but our analysis was limited by the available resources.

A brief comparison of the social studies and foreign language teachers' responses was prepared (Chapter 6). The initial analyses and comparison were reviewed by the advisory board; changes and additions were made to the reports based on advisory board feedback.

Telephone Interview

The original goal of the telephone interviews was to pursue in greater detail the needs foreign language teachers identify regarding culture teaching and the factors that encourage social studies teachers to work with foreign language teachers to enhance culture teaching. Because the surveys of both social studies and foreign language teachers revealed so little active cooperation between the two groups of teachers and a number of barriers to such cooperation, staff, with the advice of the advisory board, decided not to conduct telephone interviews of social studies teachers.

Instead, we decided to expand the interview of foreign language teachers to include additional topics (besides needs). We decided to look at (1) district requirements and staff development regarding culture teaching in the foreign language curriculum, (2) teachers' specific definitions of culture, (3) how teachers describe their own teaching about culture, and (4) teachers' familiarity with the national and state standards for foreign language learning.

A draft of the telephone interview was developed, reviewed in-house, and revised. It was then sent to the advisory board members for comments; another revision was done based on their comments. The instrument was then piloted with seven foreign language teachers from around the country. A final set of revisions was made based on their responses and their comments on the interview instrument. The final interview instrument is provided in Appendix B.

When teachers returned the mail-out questionnaire, they were asked to indicate whether they would be willing to participate in a telephone survey. The sample was drawn from those teachers who indicated that they would. Since the sample was made up of teachers who (1) returned a written survey that took approximately 20 minutes to complete and (2) were willing to invest another 20 minutes in a telephone interview, it certainly is not representative of all foreign language teachers.

The sample was selected so that all languages would be represented; all the teachers of less commonly taught languages were included in the sample, with approximately equal numbers of Spanish, French, and German teachers also included. The sample was also selected so that all levels on the culture scale would be represented. Using these criteria, a sample of 402 teachers was selected. These teachers were sent a memo reminding them of their agreement to take part in the interview and informing them that we would be calling them soon.

The telephone interviews took place in the spring semester of 1998. A total of 191 interviews were completed. The average interview required three phone calls to complete–an initial call to the school to ascertain when the teacher could accept calls, a second call to schedule the interview, and a third call to conduct the interview. While some interviews required fewer calls, others required several more because the teacher forgot the interview or was unavailable at the scheduled time for a variety of other reasons. Attempts were made to call another 126 teachers before the semester ended: 39 teachers provided numbers that were no longer in operation; 26 were no longer at the school due to retirement, illness, or extended leaves and their current numbers could not be obtained; 16 said they did not wish to participate in the interview (only one Chinese teacher agreed to be interviewed, and he was part of the pilot); messages were left for 23 teachers after repeated attempts to reach them failed; three failed to answer the phone for repeated interview appointments; and 22 could not be reached for various other reasons (school dismissal, refusal of office personnel to put calls through to teachers, etc.). We estimate that approximately 800 phone calls were made in order to complete 191 interviews. The length of the interviews ranged from 12 minutes to 90 minutes, with most falling in the 20- to 40-minute range.

The results on close-ended questions were tallied and percentages were calculated. Comparisons were again made across scores on the culture scale. In addition, another factor was examined in analyzing the survey results–whether teachers reported that their district did or did not have a requirement to teach about culture in the foreign language curriculum.

Responses to the open-ended questions were read several times to identify general categories into which responses could be sorted. Responses were then assigned to these categories, and notes were made of exemplary comments for each category.

Results from the interviews are presented in Chapter 7.

Case Studies

When we had completed Chapters 4-7 presenting the results of the surveys and interviews, we felt that these chapters, while including a great deal of useful information, did not capture the "reality" of teachers' responses. Thus, we selected several teachers who represented particular issues or problems common among our respondents and described their responses in greater detail. These case studies are presented in Chapter 8.

Conclusions and Recommendations

Initial conclusions and recommendations were generated by project staff based on the results presented in Chapters 4-8. These conclusions and recommendations were discussed at length with the project advisory board and revised based on their input.

Chapter 3. Issues in Teaching Culture in the Foreign Language Classroom: A Review of the Literature

Since the 1950s, discussion of the role of culture in foreign language instruction has been a recurring topic among foreign language educators. While the focus of discussion has changed over time, the "why," "what," and "how" of teaching culture within the foreign language curriculum still remain important issues. As late as spring 1996, a special issue of *Foreign Language Annals* asked whether "chaos" accurately describes the current approach to teaching culture in the foreign language classroom. This review discusses competing approaches to teaching culture as part of foreign language instruction and identifies challenges to changing teacher practice regarding language-culture integration.

Culture's Place in the Foreign Language Classroom: Evolution of the Debate

In the introduction to the special issue on culture of *Foreign Language Annals* (spring 1996), editor Frank Grittner provides a synopsis of the evolution of thinking among foreign language educators regarding the proper role of culture study in foreign language teaching and learning.

In the 1950s and early 1960s, attention to culture in the foreign language classroom tended to consist of textbook illustrations of great historical figures, churches, castles, cities, and everyday life, typically unrelated to the linguistic focus of the texts. In including random illustrations on the topics outlined above, textbooks reflected the "big C" philosophy of culture—that is, that benchmarks of culture would help students in their subsequent reading of literature in the target language. Cultural knowledge was not linked with communication but with literature.

In the late 1960s, the relationship of culture instruction and second language teaching was influenced by the audiolingual movement; knowledge of the target culture was seen as a necessary factor in building vocabulary. Correspondingly, instruction in the target culture focused on "little c," or everyday culture, and on cultural differences that might impede genuine communication in the target language.

In both of the above approaches, cultural knowledge was perceived as a means to an end—the end being either literacy or the avoidance of communication faux pas. The outcome of culture learning in both scenarios was to learn and recall information for later use, either in enhancing reading of literature or communicating successfully (Grittner 1996).

By the 1970s and 1980s, discussion in the literature focused on strengthening and revising the rationale for an integrative approach to language and culture teaching and on promoting and clarifying the place of culture in language instruction.

More recently, the focus has shifted away from culture as a means to other ends, and towards an essential integration of language and culture. The current literature emphasizes culture as the context for authentic language instruction. According to Grittner, knowledge of language must be accompanied by ability to say what one wants, when and where one wants (Grittner 1996, p. 18).

Alternative Approaches to Culture

In the past decade, much of the discussion in the scholarly literature has concentrated on how to define culture and, occasionally, whether it is even useful to do so. While this is not a new discussion, it seems to have come to the forefront in the past 10 years. This definitional/philosophical issue is critical because it is seen as governing where culture fits or is placed in the curriculum, what is taught under the name of culture, and what strategies are used in teaching both language and culture. There are essentially two approaches to culture discussed in the literature.

The more traditional view is that culture is a collection of facts about a country or language group (e.g., the Big C and/or little c data such as holidays, games, food, people, and architecture). Teaching culture, by extension, is the transmission of such facts. This view fits the 1950s-60s goals of foreign language instruction cited above; that is, facts about the target culture should spark student interest, enhance understanding of literature, and provide hints to appropriate language and behavior in the target culture. The facts approach reflects how culture has historically been taught in second language classrooms.

In current academic literature, this definition of culture and approach to teaching culture are now largely perceived as flawed and ineffective. Most foreign language educators writing today, including methods textbook authors such as Hadley and Kramsch, believe that defining culture as a collection of facts reflects the fundamental misunderstanding that culture is a static construct. Moreover, teachers who see culture as a collection of facts tend to teach culture and language as distinct components; culture tends to be a curriculum add-on and culture teaching fragmentary (Arries 1994; Kramsch 1993; Mantle 1993).

According to Alice Omaggio Hadley in her 1993 text, *Teaching Language in Context,* the facts approach is ineffective for several reasons:

- Facts are in a constant state of flux; data is not true across time, location, social strata.
- The information-only approach may establish rather than diminish stereotypes about the target culture.
- The facts approach leaves students unprepared to face new cultural situations (Hadley 1993, p. 358).

The alternative is an anthropological approach that presents culture as a social construct. As such, culture is recognized as a changing variable rather than a static entity. In turn, culture learning is seen not as the acquisition of facts, but as a constructivist process, with knowledge, skill, and attitude domains. In contrast to the facts approach, the anthropological-process approach stresses culture as a systematic and integral part of language learning, rather than an add-on.

While the anthropological approach is not new (see Seelye 1994; Crawford-Lange and Lange 1984), it is now generally accepted in the professional literature. Current discussion related to culture in foreign language learning tends to begin with acceptance of this approach and move on to issues of content, constructs, and methodology. Although those writing in the field focus on different aspects or themes within this approach to teaching culture, all tend to discuss a number of elements common to the anthro-process approach to culture learning. These include:

- Culture learning, like language learning, should be taught in a developmental way, focusing on attitude and skill development as well as knowledge.
- Teachers and students recognize that culture is dynamic. The changing characteristics of culture limit the usefulness of facts about a culture, because facts become outdated.
- Attitude readiness is an integral part of the culture learning process, with implications for language acquisition. A first step, building awareness of the cultural context of one's own behaviors, is necessary before one can observe others non-judgmentally.

- Knowledge of and reflection on students' home culture should be an early step and continuing part of the culture and language learning process. To understand the target culture and language, students must be able to place them in relation to their own, and to compare and contrast across cultures (Kramsch 1993; Mantle-Bromley 1993).
- Teacher and student recognition and analysis of ethnocentricity and stereotyping are stages and pitfalls in the culture and language learning process (Mantle-Bromley 1993).
- Students must learn to be reflective and inquisitive about the target culture and their own; they need to be able to question their own beliefs and to recognize and appreciate alternative world views embraced by other cultures (Mantle-Bromley 1992; Kramsch 1993; Hadley 1994; Arries 1994).
- Student participation and emotional involvement are integral to the culture learning process (Mantle 1992). As a corollary to this participatory focus, the language/culture learning process is student-centered rather than teacher, textbook, or canon centered, focusing on actual needs of the language learners (Kramsch 1993; Fischer 1996).
- Students should learn about culture in a problem-solving context that provides them the tools for processing new cultural phenomena in ways that facilitate understanding (Hadley 1993).

Approach to Culture in the Foreign Language Standards

Consensus around the anthro-process approach is reflected in the 1996 *Standards for Foreign Language Learning.* While this process is not addressed explicitly in the standards, it is embedded throughout the document, as is an emphasis on integrated language-culture learning.

Standard 1, Communicate in Languages Other Than English, establishes the nature of this integration, stating that "familiarity with culture and awareness of how language and culture interact in societies is basic to communication in the target language." Here the standards document sets the goal of language acquisition in cultural contexts and the language learner's need to develop strategies for observing and analyzing cultures (p. 35).

Standards 2 and 4 focus specifically on culture within foreign language learning. The rationale for Standard 2, Gain Knowledge and Understanding of Other Cultures, refocuses the traditional relationship between culture and language learning in the foreign language curriculum. In this new relationship, language has become the means to the end of cultural understanding:

> "Language is the means for understanding culture *on its own terms*" (p. 43).
>
> "In reality...the true content of the foreign language course is not the grammar and the vocabulary of language, but the cultures expressed through that language" (p. 43-44).

The rationale goes on to discuss distinctions between big C and little c approaches to culture, but dismisses these distinctions, explaining that understanding and involvement with both are vital to all levels of language learning. The standard defines culture as the philosophical perspectives, behavioral practices, and products of a society, and focuses on understanding the interrelation of these components. (p. 42-43).

In Standard 2, a process approach to culture learning is reflected throughout the discussion of skills, attitudes, and knowledge students need to develop in order to understand a target culture as well as culture in its broadest sense. This standard emphasizes the role of cultural values and assumptions in opinion formation, cross-cultural misunderstanding, and stereotyping: "Students need to recognize that members of a culture tend to make assumptions and draw conclusions about other cultures based on their own values and opinions..." (p. 44). Students need to be taught to expect differences and learn how to analyze differences and to explore similarities and differences by interacting with the target culture and its representatives. Sample progress indicators for this standard focus on students' abilities to interact in cultural contexts and to observe, analyze, and discuss patterns of behavior (p. 45).

Standard 4, Develop Insight into the Nature of Language and Culture, also addresses several skill, attitude, and knowledge objectives common to the anthro-process approach to culture learning. Specifically, Standard 4.2 states that "students will demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own" (p. 56). Through cultural comparison, students learn to reflect on their own culture, ultimately acquiring a deeper understanding of their own language and culture and culture in its broadest sense. Such reflection and comparison also develops in students the ability to recognize alternative views and adopt multiple perspectives (p. 54).

Obstacles to Implementing an Anthro-Process Approach to Language-Culture Learning

Despite seemingly widespread acceptance in academic circles of an integrated process approach to language-culture, scholars and practitioners writing in the field in the 1990s lament the fact that culture continues to remain peripheral in both texts and classroom instruction (Mantle-Bromley 1993; Fischer 1996; Crawford-Lange and Lange 1993). According to Mantle-Bromley, writing in 1993, teachers and departments still frame foreign language learning objectives in linguistic terms.

A number of scholars in recent years have outlined reasons for foreign language teachers' reluctance to teach culture. Common factors cited by all include lack of methods preparation; lack of time in a curriculum that is not only crowded but emphasizes structural aspects of language; and reluctance to change (Bragaw 1991; Hadley 1993; Arries 1994).

In addition, Bragaw, Arries, and Crawford-Lange and Lange (1987) cite lack of knowledge of the target culture and lack of firsthand experience abroad as factors deterring the teaching of culture in foreign language. Mantle-Bromley, Crawford-Lange and Lange, and Bragaw take this idea a step further. More than knowledge of specific cultures, they say, teachers need training in culture and culture learning theory (Mantle-Bromley 1993). Mantle-Bromley focuses on the need for preservice and inservice teacher training on culture learning as a process, and outlines a successful teacher education course for addressing this need. Such a process starts with understanding of culture as a social construct, provides frameworks for exploring cultural skills and attitudes regarding one's own behavior as a product of culture, then goes on to explore other cultures.

Finally, Hadley (1993) and Arries (1994) cite teachers' fear of controversy over teaching values and attitudes as significant factors in teacher reluctance to teach about values.

For teachers, a consensus on the definition of culture, or even individual buy-in to the more process-oriented approach to culture learning, does not solve the problem of how to actually teach language and culture in a systematic, integrated fashion. There are still many practical issues for teachers, not the least of which is selecting a conceptual framework and specific curriculum organizers and lessons. Claire Kramsch in her 1993 text offers frameworks from several scholars—including Robert Hanvey, Ned Seelye, and Crawford-Lange and Lange—designed to help teachers integrate language and culture learning. Others writing in the field may espouse one framework over another. Recently, articles in such professional journals as *Foreign Language Annals* and *Theory into Practice* have focused on "how to do it," providing either conceptual organizers (Crawford-Lange and Lange 1987) or specific classroom activities (Arries 1994; Fischer 1996).

Obviously, the issue of teacher knowledge and skills leads to the issue of professional development, especially for teachers who have been practicing for several years. If teachers are to adopt a new perspective on culture in foreign language instruction, how should the field provide theoretical and practical staff development to get teachers up to speed?

Textbooks and the Curriculum

While it is not a pervasive issue, there is some discussion in the literature of foreign language texts as an obstacle to the more integrated, process-oriented approach widely recommended for language-culture learning. To the extent that a school or individual teacher's foreign language curriculum is textbook-driven, culture will continue to be an "add-on." Lafayette maintains that culture remains the weakest part of curriculum partly because culture generally continues to receive uneven or sporadic treatment in textbooks (cited in Hadley 1993).

Culture Learning and Assessment

An issue parallel to the textbook-driven curriculum is that of assessment and the degree to which assessment drives teaching and learning. Mantle-Bromley pinpoints the issue, noting that educators need to look at whether and how culture is assessed in foreign language learning. Typically, she says, culture learning has not been assessed at all, sending the message to students that it is, in fact, an inessential add-on (Mantle-Bromley 1993). Crawford-Lange and Lange stress that culture and language should be evaluated globally, emphasizing that cultural evaluation should be oriented toward process rather than knowledge of discrete facts about a specific culture or country (Crawford-Lange and Lange 1993). Ultimately, changes in assessment may provide one impetus for curricular and teaching reform as states and districts develop assessments to address new national and state standards.

Crossing Disciplinary Boundaries

As discussed above, most people writing in the field agree that, for teachers to develop a broad understanding of culture as a social construct, they will require training that goes beyond language and linguistics to include culture studies and culture learning theory. Kramsch further suggests that foreign language teachers must broaden their own reading if they are to understand and integrate culture learning into foreign language instruction. Such reading should include, in addition to literature, studies by social scientists, anthropologists, and sociologists (Kramsch 1993, p. 206).

Just as teachers broaden their own understanding of language-culture integration through exploration of other disciplines, foreign language instruction can and should cross disciplinary lines. Connecting with other disciplines is one of five standards established in the *National Standards for Foreign Language Learning*. As presented in the standards, "knowledge of a second language and culture combines with the study of other disciplines and shifts the focus from language acquisition to broader learning experiences" (p. 48). Fischer (1996) urges foreign language teachers to welcome curriculum integration as a natural outgrowth of foreign language teaching and to cooperate with teachers from other subject areas in designing learning projects.

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Chapter 4. Foreign Language Survey Results*

Background Data

The 1566 survey respondents live in all regions of the country, with the north central part of the country somewhat overrepresented in comparison to the general population and the South Atlantic and Pacific states somewhat underrepresented (see Table 4-1).

Table 4-1

Breakdown of Respondents by Census Bureau Region

Region	Respondents	Percent of General U.S. Population
New England	89 (5.7)	5.1
Middle Atlantic	201 (12.9)	14.6
East North Central	323 (20.7)	16.6
West North Central	202 (13.0)	7.7
South Atlantic	197 (12.7)	17.8
East South Central	82 (5.3)	6.1
West South Central	168 (10.8)	10.9
Mountain	118 (7.6)	5.9
Pacific	177 (11.4)	16.0

More respondents teach Spanish than other languages (936 respondents, 59.8 percent), followed by French (470 respondents, 30.0 percent), German (238, 15.2 percent), Japanese (84, 5.4 percent), Russian (15, 1.0 percent), Chinese (8, 0.5 percent), and other languages (27, 1.7 percent). Other languages mentioned included Modern Greek, Arabic, Italian, Portuguese, and Hmong. The fact that the numbers for the various languages total to well above the sample total indicates that many teachers teach more than one language.

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*Note that in all tables, the first number in a cell reporting survey results is the number of respondents who gave that answer; the second number is a percentage. Percentages reported for questions in which respondents were to give only one answer are percentages of the number of respondents answering that question. When more than one answer could be given in response to a question, percentages are of the entire sample.

The three lower levels of language instruction are fairly commonly taught by respondents, with 1133 teaching level 1 (72.3 percent), 1161 teaching level 2 (74.1 percent), and 1006 teaching level 3 (64.2 percent). The numbers drop off rapidly after level 4, which 804 (51.3 percent) of the respondents teach; only 318 (20.3 percent) teach level 5 and 71 (4.5 percent) teach level 6.

A substantial minority of the respondents–193, or 12.3 percent–report that they are native speakers of the languages they teach. The greatest percentage of native speakers are found among the Chinese teachers (75.0 percent), teachers of "other" languages (33.3 percent), and Japanese teachers (25.0 percent). German (16.0 percent) and Spanish (11.0 percent) native speakers make up a significant minority, while native speakers are rare among teachers of French (3.6 percent) and Russian (0 percent).

A large majority of the respondents reported having spent time in a culture where the language they teach is spoken. Percentages ranged from 60.0 percent for Russian teachers answering this question to 100 percent for Chinese; percentages for other languages were 89.1 percent for Spanish, 91.3 percent for French, 91.2 percent for German, 94.0 percent for Japanese, and 88.9 percent for other languages. The amount of time spent in other cultures varies from a brief visit to several years, as shown in Table 4-2.

The average number of years taught for the entire sample is 13.9, with French teachers being the most experienced (16.0 years average) and Chinese teachers the least experienced (3.3 years).

The largest portion of the respondents received their first degrees in the 1970s (450, 35.5 percent), followed by the 1960s (316, 24.9 percent), 1990s (242, 19.0 percent), and 1980s (241, 19.1 percent); a very few received their first degrees in the 1950s (18, 1.4 percent), and one intrepid individual first earned a degree in the 1940s (.0 percent). A wide range of majors was reported, with the largest number being specific languages, particularly Spanish (494, 32,2 percent), French (327, 20.9 percent), English (158, 10.1 percent), and German (143, 9.1 percent). The next most common majors were social science (64, 4.1 percent), foreign language (53, 3.4 percent), education (50, 3.2 percent), and elementary education (47, 3.0 percent). A substantial majority of the respondents (950, 60.1 percent) reported receiving a second degree; about one-tenth (159, 10.2 percent) reported receiving a third degree.

Respondents reported having participated in a wide range of professional development activities related to foreign language teaching in the past two years. Eighty percent (1253, 80.0 percent) reported they had participated in conferences of professional organizations, while 75.3 percent (1179) reported participating in inservices offered by the school district, 60.3 percent (944) had traveled or studied abroad, 46.2 percent (723) had taken college courses, and 38.8 percent (607) had organized study tours abroad for students; 10.2 percent (159) had taken part in other types of professional development activities, including hosting students from other nations, taking Advanced Placement training, being active in standards projects, writing a textbook or other materials, and so on.

A number of the teachers who took part in professional development activities reported that they had done so several times in the past two years, as shown in Table 4-3.

The professional organization respondents were most likely to belong to was a state foreign language professional organization, with 897 (57.3 percent) saying they belonged to such an organization; 785 (50.1 percent) belong to a professional organization for teachers of a specific language, 384 (24.5 percent) belong to the American Council on the Teaching of Foreign Languages, and 272 (17.4 percent) say they belong to another professional organization.

A majority of the respondents (903, 58.3 percent) teach in schools with more than 1000 students; 398 (25.7 percent) teach in schools with 500 to 1000 students, and 249 (16.1 percent) teach in schools with fewer than 500 students. The largest portion of the respondents described their communities as suburban (664, 43.6 percent), followed by rural (505, 33.1 percent) and urban (355, 23.3 percent).

Table 4-2

Amount of Time Spent in Culture Where Language Taught Is Spoken

Time Spent in Culture	Spanish Teachers	French Teachers	German Teachers	Russian Teachers	Japanese Teachers	Chinese Teachers	Other Languages Taught
No time in culture	95 (10.2)	31 (6.6)	15 (6.3)	4 (26.7)	4 (4.8)	0 (0)	3 (11.1)
Visit of 1-5 weeks	96 (10.3)	48 (10.2)	8 (3.4)	0 (0)	2 (2.4)	0 (0)	2 (7.4)
Several short trips	41 (4.4)	28 (6.0)	8 (3.4)	1 (6.7)	3 (3.8)	0 (0)	1 (3.7)
2-5 months	169 (18.1)	98 (20.9)	25 (10.5)	4 (29.7)	6 (7.1)	2 (25)	1 (3.7)
6-11 months	78 (8.3)	45 (9.8)	13 (5.5)	0 (0)	3 (3.6)	0 (0)	3 (11.1)
1-2 years	111 (11.8)	83 (17.7)	47 (19.8)	2 (13.3)	12 (14.3)	0 (0)	2 (7.4)
2-5 years	156 (16.7)	79 (16.8)	59 (24.8)	1 (6.7)	28 (33.3)	0 (0)	5 (18.5)
5 years+	46 (4.9)	10 (2.1)	12 (5.0)	0 (0)	3 (3.6)	0 (0)	1 (3.7)
Raised in culture but not a native speaker	4 (.4)	2 (.4)	1 (.4)	0 (0)	1 (1.2)	0 (0)	0 (0)
Native speaker*	103 (11.0)	17 (3.6)	38 (16.0)	0 (0)	21 (25.0)	6 (75.0)	9 (33.3)
Time not specified	29 (3.1)	19 (4.0)	6 (2.5)	1 (6.7)	0 (0)	0 (0)	0 (0)

*One teacher reported being a native speaker of both French and German, so the total across languages is one greater than the overall total reported earlier.

Table 4-3

Number of Professional Development Activities Participated in the Past Two Years

Frequency of Participation in Past Two Years	**Conferences of Profession-al Orgs.**	**District Inservices**	**College Courses**	**Travel/Study Abroad**	**Study Tours for Students**
Never	313 (20.0)	387 (24.7)	843 (53.9)	621 (39.7)	958 (61.2)
Once	294 (18.8)	177 (11.3)	244 (15.6)	429 (27.4)	372 (23.8)
Twice	408 (26.1)	239 (15.3)	164 (10.5)	308 (19.7)	171 (10.9)
Three times	226 (14.4)	203 (13.0)	101 (6.4)	91 (5.8)	32 (2.0)
More than three times	324 (20.7)	559 (35.7)	213 (13.6)	116 (7.4)	32 (2.0)

A vast majority of the respondents teach in foreign language departments where two (424, 27.6 percent), three (399, 25.9 percent), or four (338, 22.0 percent) languages are taught; smaller numbers teach in schools where one (184, 12.0 percent), five (131, 8.5 percent), or six or more (61, 4.0 percent) languages are taught. Slightly more than half of the respondents teach in schools where languages are taught at the AP level-either one (228), two (296), three (202), or four (92) languages.

Respondents were asked to estimate the socioeconomic level of the students in their schools. The most common response, picked by 548 respondents (35.8 percent) was lower and middle income, with lower income (139, 9.1 percent), mostly middle income (309, 20.2 percent), middle and upper income (291, 19.0 percent), mostly upper income (38, 2.5 percent), and mix of all levels (205, 13.4 percent) chosen by fewer respondents.

Respondents were asked to indicate how culturally and ethnically diverse the students in their schools and classes are. Their responses (Table 4-4) show that they view their classes as slightly less diverse than the general school population.

Table 4-4

Estimated Diversity of Students in Respondents' Schools and Classes

Population	**Very Diverse**	**Somewhat Diverse**	**Not at All Diverse**
School	382 (24.7 percent)	725 (46.9 percent)	439 (28.4 percent)
Classroom	253 (16.8 percent)	768 (51.0 percent)	485 (32.2 percent)

Teaching Philosophy and Practice

Do Foreign Language Teachers Teach About Culture?

Because foreign language teachers were not asked directly whether they teach about culture, we combined answers to several questions to develop a scale that combines greater emphasis on culture in terms of class time and assessment of culture learning with sophistication regarding teaching about culture and characteristics that suggested a teacher is involved in self-improvement. Thus, the following responses were included in the scale:

- Membership in more than one professional organization (1 point) or more than two such organizations (2 points).
- The response regarding reasons for teaching culture that best reflected the view in the standards (response d resulted in 1 point).
- The two responses regarding the place of culture study in the classroom that reflected the greatest degree of teaching about culture (response d conferred 1 point, response c 2 points).
- Higher weight given to culture in determining student grades (1 point).
- Use of performance tasks to assess culture learning (1 point).
- Description of own preparation to meet the standards as "very well prepared" (1 point for this response regarding integrating culture learning with language instruction, given the standards' definition of culture, and 1 point for this response regarding developing understanding of culture in the broad sense).

A negative point could be scored for indicating that the reason for not working with teachers in other areas was "lack of interest on my part."

The scale created in this manner resulted in a range of scores from -1 to 9, with a distribution resembling a bell curve. For analysis purposes, the respondents were then grouped into teachers at the higher end of the scale (scores of 4 through 9) and those at the lower end of the scale (scores of -1 through 3); these two groups, which we are designating as "High CS" and "Low CS," included 767 (49.0 percent) and 799 (51.0 percent) respondents, respectively.

The data suggest that there are some demographic differences in terms of where "High CS" teachers can be found. Differences occur by region (see Table 4-5), although one must consider the limited number of respondents from any one region in examining these differences. Some potentially interesting differences emerge in looking at school size and setting. The percentage of teachers with high scores on the scale increases as school size increases and as the size of the community in which the school is located increases (see Tables 4-6 and 4-7).

Generally, the more languages taught in a school, the more likely teachers in the school are to score higher on the culture scale (Table 4-8). The same is true for increasing numbers of languages offered at the AP level. While the differences across socioeconomic levels are not notable, there is a noteworthy relationship between a higher score on the scale and perceived diversity of students, with the percentage of High CS teachers increasing in diverse schools and classrooms (see Table 4-9).

Comparing teachers across languages taught indicates that a smaller percentage of Spanish teachers had high scores on the culture scale than teachers of other languages; the largest percentage of respondents scoring high on the culture scale could be found among teachers of other languages, followed by teachers of German (see Table 4-10). Note that some of the groups are very small and thus it is hard to generalize from them. Teachers of more than one language were omitted from this analysis.

Table 4-5

Breakdown by Region of Respondents Scoring High and Low on the Culture Scale

Region	High CS	Low CS
New England	56 (62.9)	33 (37.1)
Middle Atlantic	102 (50.7)	99 (49.3)
East North Central	151 (46.7)	172 (53.3)
West North Central	89 (44.1)	113 (55.9)
South Atlantic	103 (52.3)	94 (49.2)
East South Central	43 (52.4)	39 (47.6)
West South Central	75 (44.6)	93 (55.4)
Mountain	59 (50.0)	59 (50.0)
Pacific	86 (48.6)	91 (51.4)

Table 4-6

Breakdown by School Size of Respondents Scoring High and Low on the Culture Scale

School Size	High CS	Low CS
Under 500 students	92 (36.9)	157 (63.1)
500-1000 students	179 (45.0)	219 (55.0)
More than 1000 students	490 (54.3)	413 (45.7)

Table 4-7

Breakdown by Community Type of Respondents Scoring High and Low on the Culture Scale

Type of Community	High CS	Low CS
Urban	203 (57.2)	152 (42.8)
Suburban	353 (53.2)	311 (46.8)
Rural	193 (38.2)	312 (61.8)

Table 4-8

Breakdown by Number of Languages Offered in School of Respondents Scoring High and Low on the Culture Scale

Number of Languages Offered at School	**High CS**	**Low CS**
1	56 (30.4)	128 (69.6)
2	189 (44.6)	235 (55.4)
3	187 (46.9)	212 (53.1)
4	202 (59.8)	136 (40.2)
5	78 (59.5)	53 (40.5)
6+	47 (77.0)	14 (23.0)

Table 4-9

Breakdown by Perceived Diversity of School and Classroom Population of Respondents Scoring High and Low on the Culture Scale

Perceived Diversity of: **School Population**	**High CS**	**Low CS**
Very	225 (58.9)	157 (41.1)
Somewhat	346 (47.7)	379 (52.3)
Not at all	191 (43.5)	248 (56.5)
Students in Own Classes		
Very	157 (62.1)	96 (37.9)
Somewhat	381 (49.6)	387 (50.4)
Not at all	191 (43.5)	280 (57.7)

Table 4-10

Breakdown by Language Taught of Respondents Scoring High and Low on Culture Scale

Language Taught	High CS	Low CS
Spanish	438 (46.8)	497 (53.2)
French	241 (51.3)	229 (48.7)
German	139 (58.4)	99 (41.6)
Russian	8 (53.3)	7 (46.7)
Japanese	47 (56.0)	37 (44.0)
Chinese	4 (50.0)	4 (50.0)
Other	18 (66.7)	9 (33.3)

Teachers who had spent a substantial time in a culture–more than a year–were more likely to score at the higher end of the culture scale than the overall sample. Teachers who had spent more than five years in the culture, including native speakers or teachers raised in the culture, were even more likely to score highly on the culture scale (see Table 4-11).

Teachers who got their first degrees recently were more likely to score lower on the culture scale than those who were trained earlier, as Table 4-12 shows. (The average number of years taught by teachers scoring higher and lower on the culture scale are congruent with the degree date information–"High CS" teachers' average years of experience were 15.43, compared to 12.52 for "Low CS" teachers.) This data was somewhat surprising to us, as we had hypothesized that teachers trained more recently would have been exposed to an approach to culture similar to that reflected in the standards.

To further explore this issue, we looked at a subset of teachers who had recent first, second, or third degrees (since 1990) and whose majors or minors were in a foreign language or in education. Comparing scores on the culture scale between this group and all other respondents, we again were surprised. The subset of 404 teachers was less likely to score high on the culture scale (46.3 percent High CS, 53.7 percent Low CS) than other respondents (50.1 percent High CS, 49.9 percent Low CS). These results may reflect newer teachers' lack of confidence in dealing with very complex topics, their feeling overwhelmed by the need to cover the language itself, their lack of substantial firsthand experience in the culture about which they are teaching, and/or lack of incorporation of concepts in the standards into preservice training.

Teachers who take part in any of the professional development activities about which the survey asked are more likely to score high on the culture scale than those who don't, with study tours abroad organized for students having the highest percentage of teachers with High CS scores (59.0 percent) and school district inservices having the lowest percentage of High CS scores (52.8 percent). Table 4-13 summarizes the results related to professional development activities and scores on the culture scale.

Table 4-11

Breakdown by Time Spent in Culture Where Language Is Spoken

Time Spent in Culture	**High CS**	**Low CS**
No time in culture	54 (35.5)	98 (64.5)
Visit of 1-5 weeks	66 (42.3)	90 (57.7)
Several short visits	38 (46.3)	44 (53.7)
5 months	130 (42.6)	175 (57.4)
6-11 months	64 (45.1)	78 (54.9)
1-2 years	142 (55.3)	115 (44.7)
2-5 years	181 (55.2)	147 (44.8)
5 years+	45 (62.5)	27 (37.5)
Raised in culture but not a native speaker	5 (62.5)	3 (37.5)
Native speaker*	120 (62.2)	73 (37.8)
Time not specified	30 (54.5)	25 (45.5)

Table 4-12

Breakdown by Date of First Degree of Respondents Scoring High and Low on the Culture Scale

First Degree in:	**High CS**	**Low CS**
1940s	1 (100)	0 (0)
1950s	11 (61.1)	7 (38.9)
1960s	166 (52.5)	150 (47.5)
1970s	240 (53.3)	210 (46.7)
1980s	109 (45.2)	132 (54.8)
1990s	94 (38.8)	148 (61.2)

Table 4-13

Breakdown by Professional Development Activities Participated in by Respondents Scoring High and Low on the Culture Scale

Professional Development Activity Participated In	**High CS**	**Low CS**
Conferences of professional organizations	680 (54.3)	573 (45.7)
Inservices offered by the school district	622 (52.8)	557 (47.2)
College courses	391 (54.1)	332 (45.9)
Travel/study abroad	518 (54.9)	426 (45.1)
Study tours abroad that you have organized for students	358 (59.0)	249 (41.0)
Other	94 (59.1)	65 (40.9)

How Much Time Do Foreign Language Teachers Devote to Culture Study?

Foreign language teachers were asked to select one of four responses that best reflected the place of culture study in their classrooms. The largest number indicated that every lesson they teach integrates culture learning with language acquisition, as shown in Table 4-14. Although the differences are not great, teachers who emphasize abstract topics in teaching about culture were more likely to indicate that culture is a part of the curriculum either daily or weekly (answers c and d) than those who emphasize concrete topics (see next section for explanation of what is meant by abstract and concrete topics). Urban and suburban teachers were also more likely to choose responses c and d than rural teachers.

This question revealed some of the greatest differences between teachers we had hypothesized would be better prepared to teach about culture–those receiving degrees in the 1990s with majors or minors in foreign language or education–and other respondents (see Table 4-15). The subset of teachers with 1990s degrees was more likely to choose answers b and d and less likely to choose answers a and c, perhaps reflecting a more responsive approach (integrating culture when possible) and a less thoroughly planned curriculum (which might result after more teaching experience).

We also aggregated responses from teachers of the more commonly taught languages (Spanish, French, and German) and compared them with responses from less commonly taught languages (Russian, Japanese, Chinese, and Other). The teachers of less commonly taught languages were somewhat more likely to choose answers b and d as well; since these teachers also tended to be less experienced than the teachers of more commonly taught languages, this finding is in line with the difference discussed above.

Table 4-14

Amount of Time Devoted to Culture Study

Responses	All Resp-ondents	Teachers Stressing Concrete Topics	Teachers Stressing Abstract Topics	Urban Teachers	Suburban Teachers	Rural Teachers
a. Each sem., I teach two or three units that integrate culture learning with language acq.	102 (6.6)	78 (8.4)	26 (4.2)	19 (5.4)	39 (5.9)	38 (7.5)
b. I incorporate culture-based lessons periodically when time is available.	274 (17.8)	177 (19.0)	96 (15.6)	54 (15.2)	110 (16.6)	102 (20.2)
c. Every lesson I teach integrates culture learning with language acq.	671 (43.6)	391 (42.0)	292 (47.4)	159 (44.8)	301 (45.3)	195 (38.7)
d. I integrate culture learning with language acquisition lessons at least once per week.	483 (32.0)	284 (30.5)	202 (32.8)	117 (33.0)	201 (30.3)	164 (32.5)

Table 4 -15

Time Devoted to Culture Study by Degree Date and Language Taught (Commonly/Less Commonly)

	Teachers with 1990s Degrees in F.L./Ed.	All Other Teachers	Commonly Taught Languages	Less Commonly Taught Languages
a. Each sem., I teach two or three units that integrate culture learning with language acq.	25 (6.3)	79 (6.9)	96 (6.7)	4 (4.3)
b. I incorporate culture-based lessons periodically when time is available.	85 (21.4)	188 (16.4)	246 (17.2)	22 (23.4)
c. Every lesson I teach integrates culture learning with language acquisition.	141 (35.4)	532 (46.3)	611 (42.7)	40 (42.6)
d. I integrate culture learning with language acquisition lessons at least once per week.	147 (36.9)	349 (30.4)	493 (31.5)	25 (26.6)

In looking at the time devoted to culture by how much time respondents had spent in a culture where the language was spoken (Table 4-16), we noted that teachers who had spent little or no time in the culture were more likely to choose answers a or b and less likely to choose answer c, indicating less emphasis on culture study in their classes. In contrast, teachers who had spent substantial amounts of time in the culture were more likely to choose answer c, indicating greater emphasis on culture.

When asked in what class they devote the most time to culture study, 223 respondents (14.5 percent) said in introductory courses, 274 (17.8 percent) said in advanced classes, and 1044 (67.7 percent) said they give equal treatment to culture in all their classes. These percentages were similar for teachers in urban, suburban, and rural communities. Teachers scoring higher on the cultural scale were more likely to say they give equal treatment to culture study in all their classes and less likely to say they emphasize culture study in introductory classes, while those scoring lower on the scale were more likely to stress culture study in introductory classes and less likely to give it equal weight in all their classes. Teachers of less commonly taught languages were also more likely to devote time to culture in introductory classes (21.3 percent) and less likely to emphasize culture in advanced classes (8.5 percent) or in all their classes equally (63.8 percent). While there were some differences among groups broken out by time spent in a culture where the language they teach is spoken, the differences tended to be small and no pattern related to increasing time in the culture could be discerned.

In the section of the questionnaire in which they could comment on any topic, several teachers mentioned problems or barriers to teaching about culture. Twenty-seven teachers mentioned competing priorities, 23 cited lack of support for foreign language and culture study in the community (and another 5 mentioned the difficulty of teaching about culture in homogenous communities, which seems to be related to lack of community support), 22 mentioned lack of time, and 10 mentioned that students do not value or enjoy the study of culture. Other problems mentioned were personal feelings of inadequacy (7), poor preservice preparation (6), ability range of students (5), teachers who lack background/experience (5), problems created by block scheduling, (5), failure of standardized and AP tests to cover culture (5), no opportunities in rural areas (3), lack of administrative support (3), the challenges presented by presenting cultural information about multiple cultures where a language is spoken (3), teachers' information becoming dated if they can't renew (2), misassignment of teachers to languages that they weren't trained in (2), lack of good materials (2), difficulty of evaluating culture learning (2), and the following answers given by one teacher each: foreign language not required in state, academics not emphasized in district, lowering of standards, class size, religious-based restrictions on what is taught, and scheduling problems. Ten teachers argued that the emphasis in the foreign language classroom should be on language, and six urged us not to get carried away with an emphasis on culture.

Table 4-16

Time Devote[illegible]ulture Study by Time Spent in Culture

	No Time	Visit of 1-5 Weeks	Sev. Short Trips	2-5 Mons.	6-11 Mons.	1-2 Years	2-5 Years	5+ Years	Raised in Cult.	Native Spkr	Time Not Spec.
a. Each semester, I teach two or three units that integrate culture learning with language acquisition.	(B1.7)	9 (9.2)	6 (9.2)	12 (5.5)	7 (6.3)	14 (6.8)	17 (6.6)	2 (3.4)	0 (0)	6 (3.7)	3 (7.7)
b. I incorporate culture-based lessons periodically when time is available.	29 (26.1)	23 (23.5)	9 (13.6)	39 (17.8)	22 (19.8)	43 (20.9)	39 (15.2)	10 (17.2)	1 (16.7)	27 (16.5)	1 (2.6)
c. Every lesson I teach integrates culture learning with language acquisition.	33 (29.7)	35 (35.7)	28 (42.4)	92 (42.0)	53 (47.7)	83 (40.3)	110 (42.8)	33 (56.9)	4 (66.7)	87 (53.0)	21 (53.8)
d. I integrate culture learning with language acquisition lessons at least once per week.	36 (32.4)	31 (31.6)	23 (34.8)	76 (34.7)	29 (26.1)	66 (32.0)	91 (35.4)	13 (5.1)	1 (16.7)	44 (26.8)	14 (35.9)

What Topics Are Most/Least Important to Foreign Language Teachers?

Respondents were given a list of topics that might be addressed in teaching about culture. The first two were very broad, while the latter five were more specific and were drawn from the standards. Since we did not provide a definition of culture, this survey item essentially provided a vehicle for identifying how the respondent defined culture. The topics listed were:

a. Geography and environment

b. History

c. Tangible products of the culture (e.g., food, dress, types of dwellings, toys)

d. Expressive products of the culture (e.g., literature, art, music, dance)

e. Cultural practices or patterns of social interaction (e.g., manners, use of space, rituals)

f. Cultural perspectives–the philosophies, attitudes, and values of the target culture (e.g., respect for older people, belief in a social hierarchy, religion)

g. Relationships among cultural perspectives, practices, and products

Respondents were asked to indicate the three topics on which they spent the most time, as well as the two topics on which they spent the least time (Table 4-17). The most commonly taught topics were tangible products of the culture (931 respondents), cultural practices or patterns of social interaction (914 respondents), and cultural perspectives (859 respondents); these were the three most commonly taught topics among the teachers with higher and lower scores on the culture scale. The least commonly taught topics were relationships among cultural perspectives, practices, and products (761 respondents) and history (720 respondents); again, this was true for teachers with both higher and lower scores on the culture scale. Native speakers showed a great deal of similarity with nonnative speakers.

Table 4-17

Culture Topics Taught

Topic	All Respondents: Most Time Spent	All Respondents: Least Time Spent
a	702 (44.8)	351 (22.4)
b	365 (23.3)	720 (46.0)
c	931 (59.6)	224 (14.3)
d	701 (44.8)	274 (17.5)
e	914 (58.4)	177 (11.3)
f	859 (54.9)	250 (16.0)
g	246 (15.7)	761 (48.6)

Teachers in urban schools tended to emphasize somewhat different topics than teachers in suburban and rural schools, who chose answers very similar to each other (see Table 4-18). For urban teachers, expressive products replaced cultural perspectives as one of their three most often taught topics;

they were also more likely to teach about history and geography/environment than suburban and rural teachers.

Some notable differences could be seen between teachers of more commonly taught languages and less commonly taught languages, with teachers of less commonly taught languages more likely to emphasize cultural practices and cultural perspectives than teachers of French, Spanish, and German (see Table 4-19).

We looked at topics taught by time spent in the culture. While individual groups varied somewhat from the overall results presented in Table 4-17, there was no general pattern discernible based on time spent in the culture (i.e., respondents who had spent more time in a culture did not consistently pick certain topics more than respondents who had spent less time in the culture).

Informed by the literature on culture teaching, we designated clusters of responses as falling into a more concrete or fact-based definition of culture and approach to teaching (responses a-d) or a more abstract, or conceptually based definition of culture and approach to teaching (responses e-g). If respondents chose two or more of responses a-d as most important in their teaching, we classified them as "concrete" while those who chose two or more of responses e-g were classified as "abstract." We found that 60.1 percent of the teachers emphasized concrete topics while 39.9 percent emphasized abstract topics. These percentages apply to the entire sample, as well as to teachers scoring both high and low on the culture scale.

Table 4-18

Culture Topics Taught by Type of Community

Topic	Urban— Most Taught Topics	Suburban— Most Taught Topics	Rural— Most Taught Topics
a	176 (49.6)	283 (42.6)	223 (44.3)
b	94 (26.5)	154 (23.2)	107 (21.2)
c	206 (58.0)	393 (59.2)	310 (61.5)
d	181 (51.0)	289 (43.5)	209 (41.5)
e	196 (55.2)	391 (58.9)	300 (59.5)
f	176 (49.6)	368 (55.4)	291 (57.7)
g	61 (17.2)	103 (15.5)	72 (14.3)

Table 4-19

Culture Topics Taught by Language Taught

Topic	Teachers of Commonly Taught Languages–Most Taught Topics	Teachers of Less Commonly Taught Languages–Most Taught Topics
a	659 (46.1)	27 (28.7)
b	365 (23.3)	20 (21.3)
c	931 (59.5)	61 (64.9)
d	701 (44.8)	25 (26.6)
e	914 (58.4)	63 (67.0)
f	859 (54.9)	71 (75.5)
g	246 (15.7)	20 (21.3)

What Skill and Attitude Outcomes Are Important to Foreign Language Teachers?

Respondents were given a list of seven skill and attitude outcomes for culture learning derived from the standards and a review of the literature. While all of the responses are viewed as valid, the last two are regarded as more sophisticated or conceptual. Respondents were asked to select the three most important and two least important in their classrooms. The outcomes were:

a. Reflect on own culture through study of the target culture.

b. Recognize the role their own cultural values play in shaping attitudes towards other cultures.

c. Appreciate similarities and differences between their own culture and the target culture.

d. Recognize and can analyze how language reflects culture.

e. Adopt alternative ways of seeing and operating in the world.

f. Apply a conceptual framework for understanding culture generally.

g. Develop and use the skills needed to solve cross-cultural dilemmas/problems.

As Table 4-20 indicates, the most important outcomes were c, e, and a; the least important outcomes were d, f, and g. Both of these findings are true regardless of teachers' score on the culture scale, their emphasis of concrete or abstract topics, whether they teach in urban, suburban, or rural communities, or how long they had spent in a culture where the language they teach is spoken. Surprisingly, the one outcome that specifically mentioned language (d) was one of the ***least*** important to foreign language teachers. Teachers of less commonly taught languages did value this outcome, picking it as their second most important after outcome c (see Table 4-21).

Table 4-20

Most and Least Important Skill and Attitude Outcomes

Outcome	All Respondents: Most Important	All Respondents: Least Important
a	766 (48.9)	290 (18.5)
b	543 (34.7)	249 (15.9)
c	1377 (87.9)	29 (1.9)
d	449 (28.7)	553 (35.3)
e	772 (49.3)	284 (18.1)
f	335 (21.4)	691 (44.1)
g	357 (22.8)	657 (42.0)

Table 4-21

Most and Least Important Skill Outcomes by Language Taught

Outcome	Teachers of Commonly Taught Languages– Most Important	Teachers of Commonly Taught Languages– Least Important	Teachers of Less Commonly Taught Languages– Most Important	Teachers of Less Commonly Taught Languages– Least Important
a	709 (49.6)	290 (18.5)	30 (31.9)	24 (25.5)
b	495 (34.6)	225 (15.7)	31 (33.0)	19 (20.2)
c	1261 (88.2)	26 (1.8)	75 (79.8)	3 (3.2)
d	379 (26.5)	524 (36.6)	51 (54.3)	20 (21.3)
e	719 (50.3)	248 (17.3)	34 (36.2)	22 (23.4)
f	306 (21.4)	631 (44.1)	25 (26.6)	42 (44.7)
g	322 (22.5)	593 (41.5)	30 (31.9)	35 (27.2)

What Is Foreign Language Teachers' Rationale for Teaching About Culture?

Respondents were given four reasons for teaching about culture; these rationale statements were drawn from the literature review and reflect changes in rationales from the 1950s to the present. Respondents were asked to choose the statement that best reflected their reasons. Their responses are given in Table 4-22. Note that a large majority picked the response that reflects the most sophisticated understanding of the relationship between culture and language learning and is closest to current thinking by policymakers in the field (this choice might be seen as conflicting with the lack of teacher support for the skill outcome related to language mentioned above). There were no notable differences between teachers emphasizing more concrete and less concrete topics when compared to colleagues scoring similarly on the culture scale. Neither were there notable differences among urban, suburban, and rural teachers.

Teachers of less commonly taught languages were more likely to choose option d, with 73.4 percent choosing it; this difference is congruent with the fact that these teachers were more likely to value the skill outcome, "Recognize and can analyze how language reflects culture." Teachers of less commonly taught languages were less likely to choose options b (8.5 percent) and c (12.8 percent) than their French, German, and Spanish colleagues.

Table 4-22

Reasons for Including Culture Study in the Foreign Language Classroom

Reason	All Respondents
a. Knowledge of culture is an important preliminary step in reading and appreciating the literature of the target language/country.	40 (2.6)
b. Knowledge of the culture is important in communication and avoiding cultural faux pas.	218 (14.2)
c. Studying culture engages students and motivates them to study the language and retain what they learn,	296 (19.3)
d. Culture is woven into the language of those who live in the culture, and thus understanding culture is vital to language learning.	982 (63.9)

Some differences among respondents were apparent based on the amount of time spent in the target culture (Table 4-23). Although time spent in the culture generally resulted in a greater proportion of respondents choosing answer d, this relationship was not totally consistent; native speakers were less likely to choose that answer than nonnative speakers with some experience in the culture. Teachers who had made one short trip to the culture were more likely to choose that response than teachers with several. These differences are very difficult to interpret.

Table 4-23

Reasons for Including Culture Study by Time Spent in Target Culture

Reason	No Time	Visit of 1-5 Weeks	Sev. Short Trips	2-5 Mons.	6-11 Mons.	1-2 Years	2-5 Years	5+ Years	Raised in Cult.	Native Spkr	Time Not Spec.
a	2 (1.9)	1 (1.0)	5 (7.6)	2 (.9)	3 (2.7)	4 (1.9)	10 (3.9)	1 (1.7)	1 (20.0)	5 (3.0)	0 (0)
b	17 (15.9)	14 (14.1)	15 (22.7)	24 (11.0)	14 (12.6)	32 (15.5)	35 (13.7)	6 (10.2)	1 (20.0)	20 (12.2)	8 (20.5)
c	27 (25.2)	21 (21.2)	10 (15.2)	42 (19.2)	22 (19.8)	38 (18.4)	43 (16.9)	9 (15.3)	0 (0)	38 (23.2)	7 (17.9)
d	61 (57.0)	63 (63.6)	36 (54.5)	151 (68.9)	72 (64.9)	133 (64.3)	167 (65.5)	43 (72.9)	3 (60.0)	101 (61.6)	24 (61.5)

What Strategies Do Foreign Language Teachers Use to Teach About Culture?

Respondents were given a rather lengthy list of teaching strategies and asked which they use regularly to teach about culture and which three are most important to them in teaching about culture. The number of strategies teachers reported using regularly varied from 0 to 13, with the bulk of teachers' falling in the three to eight strategy range; those scoring high on the culture scale tended to use more different strategies regularly than did those scoring lower on the scale. Table 4-24 summarizes the data on the number of teaching strategies used regularly. (Note that we cannot be sure what a 0 on this question means–respondents might actually use none of the strategies listed and not feel inclined to write in other strategies, they might have skipped the question, or the responses may have been entered improperly. Note also that lecture and seatwork were not included in the list provided.)

Table 4-24

Number of Teaching Strategies Used Regularly

No. of Strategies Used	All Respondents	High CS	Low CS
0	25 (1.6)	7 (.9)	18 (2.3)
1	19 (1.2)	1 (.1)	18 (2.3)
4	65 (4.2)	8 (1.0)	57 (7.1)
7	214 (13.7)	62 (8.1)	152 (19.0)
10	199 (12.7)	73 (9.5)	126 (15.7)
5	251 (16.0)	105 (13.9)	145 (18.1)
6	274 (17.5)	141 (18.4)	134 (16.7)
7	173 (11.0)	107 (14.0)	66 (8.3)
8	154 (9.8)	102 (13.3)	52 (6.5)
9	82 (5.2)	65 (8.5)	17 (2.1)
10	60 (3.8)	50 (6.5)	10 (1.2)
11	29 (1.9)	26 (3.4)	3 (.4)
12	20 (1.3)	18 (2.3)	2 (.2)
13	1 (.1)	1 (.1)	0 (0)

In looking at the number of strategies used by different categories of respondents, we found differences by reported SES of students and type of community. Students at both ends of the socioeconomic spectrum appear to receive less varied instruction than students in the middle (Table 4-25); varied teaching appears to increase as SES level increases until the "Mostly upper SES" level is reached, where it declines. Again, note that the number of respondents at the high end of the SES spectrum is small so it may be inappropriate to generalize.

Table 4-25

Number of Strategies Used by SES Level

Number of Strategies Used	Mostly lower SES	Lower/ middle SES	Mostly middle SES	Middle/ upper SES	Mostly upper SES	Mix of all SES levels
0	4 (2.9)	7 (1.3)	6 (1.9)	2 (.7)	2 (5.3)	3 (1.5)
1-3	35 (25.4)	117 (21.4)	53 (17.2)	35 (12.0)	11 (28.9)	39 (19.0)
4-6	56 (40.5)	253 (46.2)	146 (47.3)	146 (50.2)	12 (31.6)	93 (45.3)
7-9	35 (23.9)	135 (24.6)	86 (27.8)	89 (30.6)	8 (21.1)	50 (24.4)
10+	10 (7.3)	36 (6.5)	18 (5.8)	19 (6.5)	5 (13.2)	20 (9.8)

In terms of the number of strategies reported being used by teachers in urban, suburban, and rural settings, fewer suburban teachers reported using three or fewer strategies than urban or rural teachers; fewer rural teachers reported using seven or more strategies than suburban or urban teachers. Table 4-26 summarizes this data.

Table 4-26

Number of Strategies Used by School Setting

Number of Strategies Used	Urban Teachers	Suburban Teachers	Rural Teachers
0	4 (1.1)	13 (2.0)	7 (1.4)
1-3	72 (20.2)	114 (17.2)	102 (20.3)
4-6	153 (43.1)	303 (45.7)	249 (49.3)
7-9	88 (24.8)	188 (28.3)	124 (15.5)
10+	38 (10.7)	46 (7.0)	23 (4.6)

Five strategies were consistently the most often mentioned as being regularly used–by the entire sample; by both high CS and low CS teachers; by urban, suburban, and rural teachers; by teachers with foreign language and education degrees in the 1990s and earlier degrees or 1990s degrees in different areas; by teachers with no, little, and extensive experience in the target culture (including native speakers); and teachers in most SES levels. These five strategies were the only ones regularly used by half or more of the entire sample: dialogues (1235, 78.9 percent), use of authentic materials (1201, 76.7 percent), role plays/simulations (1035, 66.1 percent), using expertise of students who are native speakers (813, 51.9 percent), and field trips (784, 50.1 percent).

Oddities were found among teachers of a mix of lower and middle SES students, who used study tours as one of their most regularly used strategies and teachers of mostly high SES students, who were more likely to use guest presenters. These were the sixth and seventh most regularly used strategies overall, so their emergence in the top five for some groups is not terribly remarkable. Note that students in schools with mostly low SES demographics were less likely to go on study tours–only 28.8 percent of their teachers use this strategy regularly–than others, although the likelihood that teachers will use study tours regularly does not bear a straight line relationship to increasing SES. The strategy least likely to be used regularly across all categories of respondents that we looked at was the Internet, with only 276 teachers (17.6 percent) saying they use this strategy regularly in teaching about culture.

While we had hypothesized some strategies would be more regularly used in urban/suburban areas (field trips) or rural areas (Internet) due to access to certain resources, the data did not bear this out. Rural teachers were less likely to use some strategies–cultural problem solving/dilemmas, participation in festivals, interviews with native speakers, guest presenters who are native speakers, expertise of students who are native speakers, sister schools/pen pals–some of which might be related to access issues but others which do not appear to be. Note that rural teachers in general offered somewhat less varied instruction, so it stands to reason that they would use some strategies less often.

In terms of strategies regularly used, the most notable differences were found between teachers of less commonly taught languages and more commonly taught languages, as shown in Table 4-27.

In addition to the strategies listed–which included role plays/simulations, using authentic materials, dialogues, cross-cultural scenarios/cultural problem-solving, field trips, participation in festivals, guest presenters, interviews with people from other cultures, using expertise of students from other cultures, Internet/e-mail exchanges, sister schools/pen pal exchanges, and study tours to other cultures–teachers listed a number of other strategies they use regularly. These included use of audiovisuals (57 respondents), personal experience/journal entries (24 respondents), lecture/discussion/explanation (23), use of food, music, games, and art (18), student exchange (17), literature, books, and magazines (15), projects (12), culture units (12), stories/reports on culture (7), crafts (6), realia (5), native assistant teacher (5), computer software (2), club activities (2), holiday study (2), hosting foreign visitors (2), and the following strategies given by one respondent each: FLORES, photographs, language camp, simulate real-life situations, Internet tours, proverbs in target language. (Note that many of these strategies listed under "Other" are similar/identical to the options provided.)

Turning to the strategies that are most important to teachers, five strategies were chosen by 20 percent or more of the respondents–using authentic materials written by or for native speakers (43.5 percent), role plays/simulations (31.0 percent), dialogues (26.1 percent), study tours (23.2 percent), and field trips to culture-focused exhibits and institutions (20.8 percent). These were the five most commonly chosen for teachers scoring both higher and lower on the culture scale and for teachers emphasizing concrete topics in their teaching about culture. Teachers who emphasize abstract topics chose cultural problem-solving/cross-cultural scenarios as their fifth most commonly used strategy, rather than field trips. These data are shown in Table 4-28.

These five strategies were generally the most important to teachers regardless of how much time they had spent in a culture where the language they teach is spoken. There were a few differences for particular groups, but the differences did not form a pattern based on length of time in the culture. Indeed, groups at opposite ends of the time spent spectrum showed some similar variations. For example, both native speakers and teachers who have made only a brief trip (1 to 5 weeks) to a culture chose cultural problem solving as one of their most important strategies; both of these groups were less likely to choose study tours (26 or 15.9 percent) and field trips (29 or 17.7 percent) as among their most important strategies. Teachers who had never visited the culture and those who had spent more than 5 years in the culture, either visiting or as native speakers, both chose using expertise of students as among their most important strategies.

Table 27

Strategies Regularly Used by Language Taught

Strategy	**Teachers of Commonly Taught Languages**	**Teachers of Less Commonly Taught Languages**
Role play/simulation	945 (66.1)	32 (34.0)
Dialogues	1131 (79.1)	67 (71.3)
Cultural problem-solving/scenario	459 (32.1)	34 (36.2)
Authentic materials	1106 (77.3)	62 (66.0)
Field trips	694 (48.5)	60 (63.8)
Festivals	512 (35.8)	42 (44.7)
Guest presenters	587 (41.0)	53 (56.4)
Interviews	343 (24.0)	37 (39.4)
Expertise of students who are native speakers	744 (52.0)	41 (43.6)
Internet/e-mail	242 (16.9)	25 (26.6)
Sister schools/pen pal	462 (32.3)	42 (44.7)
Study tours	553 (38.7)	28 (29.8)
Other	188 (13.1)	21 (22.3)

Table 4-28

Most Important Teaching Strategies

Strategy	All Resp.	High CS	Low CS	Concrete	Abstract
Role play/ simulation	48.5 (31.0)	284 (37.0)	201 (25.2)	297 (31.9)	197 (32.0)
Dialogues	408 (26.1)	183 (23.9)	225 (28.2)	247 (26.6)	168 (27.3)
Cultural problem-solving/scenario	236 (15.1)	133 (17.3)	103 (12.9)	120 (12.9)	123 (10.0)
Authentic materials	681 (43.5)	380 (49.5)	301 (37.7)	424 (45.6)	259 (42.0)
Field trips	325 (20.8)	150 (19.6)	175 (21.9)	211 (22.7)	112 (18.2)
Festivals	130 (8.3)	63 (8.2)	67 (8.4)	73 (7.8)	60 (9.7)
Guest presenters	236 (15.1)	107 (14.0)	129 (16.1)	140 (15.1)	90 (14.6)
Interviews	105 (6.7)	57 (7.4)	48 (6.0)	67 (7.2)	41 (6.7)
Expertise of students who are native speakers	294 (18.8)	149 (19.4)	145 (18.1)	176 (18.9)	118 (19.2)
Internet/e-mail	105 (6.7)	52 (6.8)	53 (6.6)	63 (6.8)	45 (7.3)
Sister schools/pen pal	163 (10.4)	86 (11.2)	77 (9.6)	89 (9.6)	71 (11.5)
Study tours	363 (23.2)	203 (26.5)	160 (20.0)	227 (24.4)	143 (23.2)
Other	125 (8.0)	67 (8.7)	58 (7.3)	61 (6.6)	63 (10.2)

Teachers of less commonly taught languages showed less agreement about the strategies that are most important to them in teaching about culture; only three strategies were chosen by 20 percent or more of this group–role plays/simulations (35.1 percent), cross-cultural problem-solving/dilemmas (29.8 percent), and dialogues (25.5 percent). Table 4-29 compares this group with teachers of the commonly taught languages.

It is interesting to look at the most important strategies by reported socioeconomic level of the student population taught. While the strategies selected as most important are generally similar across SES levels, there are some interesting differences. Teachers of mostly lower SES students are less likely to say that use of authentic materials written for native speakers is one of their most important strategies (although this is still one of their favorite strategies)–perhaps because of budget constraints. As might be expected, they are less likely to stress taking students on study tours. However, they are the most likely to believe the interactive strategies of role plays/simulations and dialogues are very important and no less likely than teachers of students from higher SES brackets to use the Internet. While teachers of mostly upper SES students are more likely than any other group to stress taking their students on study tours, they are less likely to select as important such interactive strategies as role plays/simulations, dialogues, and cross-cultural problem solving, strategies one might expect to be used in preparation for study tours. A possible explanation for this interesting difference is that schools enrolling mostly students from high SES families may expect a rigorous academic orientation that is not seen as encompassing such teaching strategies. Note, however, that the teachers of mostly upper SES students was a small group, and their answers may not be broadly representative. Table 4-30 shows the most often used strategies broken out by reported SES.

As Table 4-31 shows, there were some differences among rural, urban, and suburban teachers in terms of the strategies that are most important to them; however, the differences are not as large as we might have expected.

Table 4-29

Most Important Teaching Strategies by Language Taught

Strategy	**Teachers of More Commonly Taught Languages**	**Teachers of Less Commonly Taught Languages**
Role play/simulation	438 (30.6)	33 (35.1)
Dialogues	374 (26.2)	24 (25.5)
Cultural problem-solving/scenario	209 (14.6)	17 (18.1)
Authentic materials	642 (44.9)	28 (29.8)
Field trips	304 (21.3)	13 (13.8)
Festivals	114 (8.0)	12 (12.8)
Guest presenters	218 (15.2)	15 (16.0)
Interviews	92 (6.4)	9 (9.6)
Expertise of students who are native speakers	270 (18.9)	15 (16.0)
Internet/e-mail	98 (6.9)	4 (4.3)
Sister schools/pen pal	141 (9.9)	12 (12.8)
Study tours	338 (23.6)	15 (16.0)
Other	110 (7.7)	12 (12.8)

Table 4-30

Most Important Teaching Strategies by SES of Student Population

Strategy	Mostly lower SES	Lower/ middle SES	Mostly middle SES	Middle/ upper SES	Mostly upper SES	Mix of all SES levels
Role play/ simulation	50 (36.0)	151 (17.6)	99 (32.0)	100 (34.4)	8 (21.1)	66 (32.2)
Dialogues	42 (30.2)	140 (25.5)	84 (27.2)	73 (25.1)	4 (10.5)	56 (27.3)
Problem/ solving	18 (12.9)	90 (16.4)	42 (13.6)	48 (16.5)	4 (10.5)	31 (15.1)
Using authentic materials	40 (28.8)	232 (42.3)	145 (46.9)	140 (48.1)	17 (44.7)	96 (46.8)
Field trips	28 (20.1)	121 (22.1)	70 (22.6)	56 (19.2)	8 (21.1)	37 (18.0)
Festivals	14 (10.1)	47 (8.6)	20 (6.5)	25 (8.6)	1 (2.6)	16 (7.8)
Guest presenters	18 (13.0)	85 (15.5)	49 (15.9)	42 (14.4)	8 (21.1)	29 (14.1)
Interviews	11 (7.9)	38 (6.9)	20 (6.5)	21 (7.2)	3 (8.9)	10 (4.9)
Using student expertise	24 (17.3)	102 (18.6)	63 (20.4)	53 (18.2)	8 (21.1)	40 (19.5)
Internet/ e-mail	10 (7.2)	42 (7.7)	19 (6.1)	19 (6.5)	3 (7.9)	11 (5.4)
Sister schools/ penpals	13 (9.4)	61 (11.1)	31 (10.0)	28 (9.6)	2 (5.3)	23 (11.2)
Study tours	24 (17.3)	125 (22.8)	67 (21.7)	79 (27.1)	12 (31.6)	51 (24.9)
Other	7 (5.0)	42 (7.7)	25 (8.1)	28 (9.6)	1 (2.6)	17 (8.3)

Table 4-31

Most Important Strategies by Type of Community

Strategies	**Urban**	**Suburban**	**Rural**
Role play/simulation	112 (32.4)	186 (28.0)	172 (34.1)
Dialogues	88 (24.8)	144 (21.7)	166 (32.9)
Problem/solving	54 (15.2)	114 (17.2)	62 (12.3)
Using authentic materials	143 (40.3)	310 (46.7)	213 (42.2)
Field trips	66 (18.6)	141 (21.2)	110 (21.8)
Festivals	35 (9.9)	57 (8.6)	34 (6.7)
Guest presenters	58 (16.3)	92 (13.9)	82 (16.2)
Interviews	25 (7.0)	46 (6.9)	32 (6.3)
Using student expertise	60 (16.9)	135 (20.3)	91 (18.0)
Internet/e-mail	33 (9.3)	41 (6.2)	30 (5.9)
Sis schools/penpals	44 (12.4)	67 (10.1)	47 (9.3)
Study tours	73 (20.6)	162 (23.2)	117 (23.2)
Other	23 (6.5)	57 (8.1)	41 (8.1)

What Materials Do Foreign Language Teachers Use to Teach About Culture?

Respondents were asked to select from a lengthy list of instructional materials those that they regularly use, as well as the three most often used in teaching about culture. The largest number of teachers (165 or 10.5 percent) reported regularly using 12 different kinds of materials, although the range of materials used was 0 to 17, as shown in the table below. (As before, a response of 0 is ambiguous.) As with the variety of strategies used, teachers scoring higher on the culture scale appear to use a wider variety of materials than those scoring lower on the scale. Responses do not appear to be significantly different among teachers with varying levels of experience in the target culture, nor do teachers of less commonly taught languages differ from teachers of more commonly taught languages in terms of the numbers of different types of materials used.

There do appear to be differences in the number of different kinds of materials used both by SES (Table 4-33) and by type of community (Table 4-34). One might speculate that these differences could be due to differences in funding, different teaching approaches (e.g., rural teachers used less varied instructional methods and might therefore need fewer kinds of materials), or differences in access to information about available materials.

Nine different kinds of materials were reported as regularly used by more than 75 percent of respondents–textbooks (1432, 91.4 percent), audiovisuals (1411, 90.1 percent), posters (1375 (87.8 percent), supplementary instructional materials (1345, 85.9 percent), authentic materials (1298, 82.9

percent), maps/atlases (1278, 81.6 percent), realia (1236, 78.9 percent), newspapers and magazines (1235, 78.9 percent), and popular music (1201, 76.7 percent). Least often mentioned as regularly used were computer programs/CD-ROMS (456, 29.1 percent) and popular contemporary literature (599, 38.3 percent). These most and least regularly used materials were the same across all categories of respondents that we looked at, except for teachers of less commonly taught languages, who make some different choices regarding materials used regularly than other teachers (see Table 4-35), perhaps because of varying availability of materials for teaching their languages, and two of the categories of respondents in the time spent in culture analysis. Native speakers were more likely to use classical or traditional recorded music regularly than realia while teachers who had spent 6-11 months in the culture used units they had developed more commonly and newspapers/magazines less commonly.

Table 4-32

Number of Kinds of Materials Used Regularly

Number of Kinds of Materials Used Regularly	All Respondents	High CS	Low CS
0	8 (.5)	2 (.3)	6 (.8)
1	1 (.1)	0 (0)	1 (.1)
2	5 (.3)	2 (.3)	3 (.4)
3	31 (2.0)	9 (1.2)	22 (2.8)
4	15 (1.0)	3 (.4)	12 (1.5)
5	43 (2.7)	9 (1.2)	34 (4.3)
6	46 (2.9)	10 (1.3)	36 (4.5)
7	75 (4.8)	15 (2.0)	60 (7.5)
8	91 (5.8)	32 (4.2)	59 (7.4)
9	118 (7.5)	35 (4.6)	83 (10.4)
10	133 (8.5)	50 (6.5)	83 (10.4)
11	141 (9.0)	64 (8.4)	77 (9.6)
12	165 (10.5)	85 (11.1)	79 (9.9)
13	162 (10.3)	88 (11.5)	74 (9.3)
14	161 (10.3)	96 (13.8)	65 (8.1)
15	155 (9.9)	106 (13.8)	49 (6.1)
16	116 (7.4)	83 (10.8)	33 (4.1)
17	100 (6.4)	77 (10.1)	23 (2.9)

Table 4-33

Number of Kinds of Materials Used Regularly by SES Level of Students

Number of Kinds of Matls Used Regularly	Mostly lower SES	Lower/ middle SES	Mostly middle SES	Middle/ upper SES	Mostly upper SES	Mix of all SES levels
0	2 (1.4)	3 (0.5)	2 (0.6)	0 (0)	0 (0)	1 (0.5)
1-3	6 (4.3)	10 (1.8)	7 (2.3)	3 (1.0)	3 (7.9)	8 (3.9)
4-6	16 (11.5)	41 (7.5)	16 (5.2)	18 (6.2)	3 (7.9)	8 (3.9)
7-9	31 (22.3)	105 (19.2)	50 (16.2)	57 (19.6)	3 (7.9)	32 (15.6)
10-12	35 (25.2)	160 (29.2)	85 (27.5)	83 (29.5)	9 (23.7)	56 (27.3)
13-15	28 (20.1)	161 (19.4)	112 (36.2)	84 (28.9)	13 (34.2)	67 (32.7)
16+	21 (15.1)	68 (12.4)	37 (12.0)	46 (15.8)	7 (18.4)	33 (16.1)

Table 4-34

Number of Kinds of Materials Used Regularly by Type of Community

Number of Kinds of Materials Used Regularly	Urban	Suburban	Rural
0	3 (0.8)	8 (1.2)	5 (1.0)
1-3	15 (4.2)	12 (1.8)	8 (1.6)
4-6	26 (7.3)	45 (6.8)	31 (6.1)
7-9	62 (17.5)	108 (16.3)	102 (20.2)
10-12	94 (26.5)	188 (28.3)	144 (28.5)
13-15	101 (28.5)	208 (31.3)	151 (30.0)
16+	54 (15.2)	95 (14.3)	64 (12.6)

Table 4-35

Materials Used Regularly to Teach About Culture by Language Taught

Materials	Teachers of More Commonly Taught Languages	Teachers of Less Commonly Taught Languages
Textbooks	1323 (92.5)	70 (74.5)
Supplementary	1233 (86.2)	72 (76.6)
Teacher-developed	988 (69.1)	65 (19.1)
Authentic materials	1190 (83.2)	65 (69.1)
Realia	1134 (79.3)	74 (78.7)
Posters	1267 (88.6)	67 (71.3)
Audiovisuals	1288 (90.1)	82 (87.2)
Computer	409 (28.6)	35 (37.2)
Classic/traditional music	976 (68.3)	55 (58.5)
Popular music	1106 (77.3)	59 (62.8)
Classic literature	772 (54.0)	23 (24.5)
Popular literature	562 (39.3)	18 (19.1)
Comics	714 (49.9)	52 (55.3)
Children's literature	703 (49.2)	54 (57.4)
Newspapers/magazines	1138 (79.6)	59 (62.8)
Maps/atlases	1173 (82.0)	67 (71.3)
Reference books	607 (42.4)	37 (39.4)

Materials listed in the question included textbooks and accompanying ancillaries, supplementary instructional materials, teacher-developed units, authentic materials, realia/artifacts, posters, audiovisuals (slides, videos, films, laser discs), computer programs/CD-ROMS, classical or traditional recorded music, contemporary music, classic literary works, popular contemporary literature, comics, newspapers/magazines/maps/atlases, children's literature, encyclopedias and other reference books. Participants also listed several other kinds of materials, including Internet/computers (41), food (10), music/dance (9), arts/crafts (8), audio interviews/cassettes (5), costumes/festivals (4), own experience (4), research projects/field trips (4), books (3), slides/photographs (3), Culturegrams (2), Spanish news (2), phone books (2), and the following materials cited by one person each: independent study, guide, student-generated lessons, dictionaries, institute on Texan Cultures, puppets, materials sent by pen pals. (Note that many of the materials listed under "Other" are similar/identical to the options provided.)

Six types of materials were chosen as among the three used most often by at least 20 percent of the foreign language teachers: textbooks (771, 49.2 percent), audiovisuals (712, 45.5 percent), authentic materials (408, 26.1 percent), supplementary materials (394, 25.2 percent), teacher-developed units (388, 24.8 percent), and realia/artifacts (350, 22.3 percent). These six types of materials were the most important to teachers scoring both low and high on the culture scale, although it is interesting to note that teachers at the lower end of the scale were more likely to use texts (see Table 4-36).

Table 4-36

Materials Most Often Used

Materials	All Respondents		High CS		Low CS	
Textbooks	771	(49.2)	329	(42.9)	442	(55.3)
Supplementary	394	(25.2)	190	(24.8)	204	(25.5)
Teacher-developed	388	(24.8)	211	(27.5)	177	(22.2)
Authentic materials	408	(26.1)	262	(34.2)	146	(18.3)
Realia	350	(22.3)	189	(24.6)	161	(20.2)
Posters	151	(9.6)	53	(6.9)	98	(12.3)
Audiovisuals	712	(45.5)	355	(46.3)	357	(44.7)
Computer	35	(2.2)	15	(2.0)	20	(2.5)
Classic/traditional music	83	(5.3)	45	(5.9)	38	(4.8)
Popular music	191	(12.2)	91	(11.9)	100	(12.5)
Classic literature	67	(4.3)	34	(4.4)	33	(3.8)
Popular literature	32	(2.0)	16	(2.1)	16	(2.0)
Comics	22	(1.3)	12	(1.6)	10	(1.3)
Children's literature	36	(2.3)	15	(2.0)	21	(2.6)
Newspapers/magazines	185	(11.8)	103	(13.4)	82	(10.3)
Maps/atlases	102	(6.5)	38	(5.0)	64	(8.0)
Reference books	20	(1.3)	9	(1.2)	11	(1.4)

Looking at the amount of time teachers had spent in the target culture revealed only one difference in the most common choices: recorded popular music replaced realia in the topic six choices for teachers who had spent more than 5 years in the culture (but were not raised there and were not native speakers). While there were some differences in the percentages of use for various types of materials (for example, percentage of teachers citing textbooks as among their most used materials ranged from 36.2 to 54.8 percent), the differences cannot be accounted for by the differences in time spent in the target culture.

When teachers emphasizing concrete topics were compared with those emphasizing abstract topics, the reported use of materials was strikingly similar. The only notable difference was an interesting one–25.7 percent of teachers emphasizing abstract topics reported using realia/artifacts compared to 20.8 percent of teachers emphasizing concrete topics. This seems to be the opposite of what one might expect. The next largest difference was perhaps more predictable; while 7.8 percent of teachers emphasizing concrete topics use maps and atlases, only 4.7 percent of teachers emphasizing abstract topics do. The remaining differences were even smaller than these differences–many less than a percentage point difference.

Teachers of more and less commonly taught languages picked the same six types of materials as those they use most often. However, within those selections, there were some notable differences, with teachers of less commonly taught languages being less likely to say they use texts most often (35.1 percent compared to 50.3 percent for teachers of commonly taught languages) and more likely to use authentic materials (39.4 percent compared to 25.2 percent). See Table 4-37 for more details.

Comparing the most often used materials across type of community shows few variations. Teachers in suburban schools are somewhat less likely to use texts (46.1 percent compared to 50.1 for urban, 51.9 for rural) and more likely to use authentic materials (28.9 percent compared to 22.5 for urban, 24.2 for rural). Teachers who received foreign language or education degrees in the 1990s are more likely to use texts (53.7 percent compared to 47.9 percent for all other respondents), authentic materials (30.2 percent compared to 24.7 percent), realia/artifacts (25.2 percent compared to 21.3 percent), and popular music (15.1 percent compared to 11.3 percent). The greater use of texts may reflect the insecurity experienced in the earlier years of teaching (i.e., reliance on a text to organize the course). Greater use of the other kinds of materials may reflect the influence of methods courses, recent travel to other cultures to collect materials, or (in the case of popular music) differing interests of younger teachers.

Differences across reported SES level of student population are not glaring, but they are interesting. Teachers who report having mostly students in lower SES levels are less likely to use units they have developed and authentic materials but are substantially more likely to use posters than are other groups. In contrast, teachers who report having mostly students in upper SES levels are less likely to use posters, realia, and AV materials than any other group but are more likely to use popular music and popular literature. (Again, it is well to remember that the upper SES group is quite small.) Table 4-38 presents the results of materials most often used by SES level.

Table 4-37

Materials Used Most Often by Language Taught

Materials	Teachers of Commonly Taught Languages	Teachers of Less Commonly Taught Languages
Textbooks	720 (50.3)	33 (35.1)
Supplementary	356 (24.9)	25 (26.6)
Teacher-developed	350 (24.5)	26 (27.7)
Authentic materials	360 (25.2)	37 (39.4)
Realia	318 (22.2)	23 (24.5)
Posters	144 (10.1)	4 (4.3)
Audiovisuals	653 (45.7)	39 (41.5)
Computer	31 (2.2)	2 (2.1)
Classic/traditional music	78 (5.5)	4 (4.3)
Popular music	181 (12.6)	3 (3.2)
Classic literature	62 (4.3)	2 (2.1)
Popular literature	29 (2.0)	1 (1.1)
Comics	17 (1.2)	5 (5.3)
Children's literature	32 (2.2)	4 (4.3)
Newspapers/magazines	169 (11.8)	11 (11.7)
Maps/atlases	93 (6.5)	5 (5.3)
Reference books	17 (1.2)	1 (1.1)

Table 4-38

Materials Most Often Used by SES Level of Students

Materials	Mostly Low SES	Low/ Middle SES	Mostly Middle SES	Middle/ High SES	High SES	Mix of All Levels
Textbooks	66 (47.5)	269 (49.1)	157 (50.8)	142 (48.8)	16 (42.1)	105 (51.2)
Supplementary	37 (26.6)	152 (27.7)	80 (25.9)	69 (23.7)	12 (31.6)	36 (17.6)
Teacher-developed	26 (18.7)	131 (23.9)	88 (28.5)	78 (26.8)	8 (21.1)	51 (24.9)
Authentic materials	27 (19.4)	130 (23.7)	86 (27.8)	88 (30.2)	10 (26.3)	62 (30.2)
Realia	30 (21.6)	122 (22.3)	70 (22.7)	64 (22.0)	7 (18.4)	50 (24.4)
Posters	21 (15.1)	52 (9.9)	26 (8.4)	30 (10.3)	1 (2.6)	18 (8.8)
Audiovisual	59 (42.4)	258 (47.1)	133 (43.0)	141 (48.5)	14 (36.8)	91 (44.4)
Computer	2 (1.4)	12 (2.2)	7 (2.3)	6 (2.1)	1 (2.6)	6 (2.9)
Classic/ traditional music	12 (8.6)	26 (4.7)	12 (3.9)	17 (5.8)	2 (5.3)	13 (6.3)
Popular music	14 (10.1)	61 (11.1)	34 (11.0)	40 (13.7)	7 (18.4)	28 (13.6)
Classic literature	4 (2.9)	20 (3.6)	11 (3.6)	17 (5.8)	2 (5.3)	12 (5.9)
Popular literature	1 (.7)	9 (1.6)	5 (1.6)	9 (3.1)	4 (10.5)	4 (2.0)
Comics	1 (.7)	16 (2.9)	2 (.6)	2 (.7)	0 (0.0)	1 (.5)
Children's literature	7 (5.0)	11 (2.0)	7 (2.3)	4 (1.4)	1 (2.6)	3 (1.5)
Newspapers /magazines	16 (11.5)	67 (12.2)	40 (12.9)	36 (12.4)	4 (10.5)	19 (9.3)
Maps/ atlases	11 (7.9)	39 (7.1)	17 (5.5)	15 (5.2)	2 (5.3)	15 (7.3)
Reference books	4 (2.9)	9 (1.6)	2 (.6)	1 (.3)	0 (0.0)	4 (2.0)

How Do Foreign Language Teachers Assess Culture Learning?

Foreign language teachers were asked to identify how much weight they give culture learning in determining student grades each marking period. In most respondents' classrooms, culture learning accounts for from 0 to 20 percent of the grade in a marking period. Nearly 20 percent (298, 19.0 percent) reported that they do not assess culture learning, while nearly half (761, 48.6 percent) weight culture learning as 1-10 percent of the grade and slightly more than 20 percent (327, 20.9 percent) weight culture learning at 11-20 percent. Much smaller numbers give culture learning a weight of 21-30 percent (97, 6.2 percent) or more than 30 percent (50, 3.2 percent) of the grade. Teachers who emphasize concrete topics and those who emphasize abstract topics gave very similar responses to these questions, as did teachers who received foreign language or education degrees in the 1990s and those educated earlier or in different fields. Teachers of less commonly taught languages and teachers of the commonly taught languages gave very similar responses, although teachers of less commonly taught languages were somewhat less likely to say they did not assess culture learning (13.8 percent compared to 19.3 percent).

As with many of the variables looked at, differences in weight given to culture learning in determining grades could be seen when we examined respondents who had spent different amounts of time in the target culture, but the differences did not show any pattern based on time spent in the culture. In this case, however, native speakers of the language taught did stand out from other respondents in giving somewhat greater emphasis to culture learning in assigning grades. The biggest differences in responses to this question can be found in comparing urban teachers with suburban and rural teachers. Urban teachers were somewhat more likely to give greater weight to culture in assigning grades; 14.2 percent of urban teachers weight culture learning as 20 or more percent of the grade, compared to 8.4 percent of suburban teachers and 8.0 percent of rural teachers. See Table 4-39 for additional details.

Table 4-39

Weight Given to Culture Learning in Determining Grades

Weight Given	All Respondents	Native Speakers	Urban Teachers	Suburban Teachers	Rural Teachers
Don't Assess	298 (19.0)	29 (17.7)	63 (18.3)	126 (19.5)	104 (20.8)
0-10 %	761 (48.6)	71 (43.3)	152 (44.2)	329 (51.0)	256 (51.1)
11-20%	327 (20.9)	41 (25.0)	80 (23.3)	136 (21.1)	101 (20.1)
21-30%	97 (6.2)	11 (6.7)	28 (8.1)	36 (5.6)	30 (6.0)
More than 30%	50 (3.2)	11 (6.7)	21 (6.0)	18 (2.8)	71 (3.0)

Respondents were asked what types of assessments they used in assessing culture learning. Their responses are shown in Table 4-40. Answers were similar for teachers who emphasize concrete and abstract topics, with the only notable difference being that 61.0 percent of teachers who emphasize concrete topics use research papers/projects as assessments, while 53.1 percent of teachers who emphasize abstract topics use these kinds of assessments. Several groups were less likely to use multiple-choice or other objective tests than their colleagues. Teachers with more recent training in foreign language and/or education were less likely to use such tests and more likely to use research papers/projects in assessing culture learning. Teachers of less commonly taught languages were also less likely to use multiple-choice or other objective tests and more likely to use all of the other forms of assessments; since multiple choice tests are often provided with texts and teachers of less commonly taught language are less likely to use texts, this finding many be an artifact of materials availability and use. Native speakers were less likely to use such tests and more likely to use essay tests, research papers/projects, and "other' assessments. Other differences by time spent in culture were not notable.

Table 4-40

Types of Assessments Used

Types of Assess-ments	**All Respon-dents**	**Native Speakers**	**Teachers with Degrees in 1990s (Foreign Lang./Educ.)**	**Teachers with Earlier Degrees or Degrees in Other Areas**	**Teachers of Commonly Taught Languages**	**Teachers of Less Commonly Taught Languages**
Multiple choice/ other objective tests	996 (63.6)	94 (57.3)	238 (58.9)	763 (65.3)	925 (64.7)	42 (44.7)
Essays/ other writing assign-ments	773 (49.4)	93 (56.7)	198 (49.0)	579 (49.5)	694 (48.5)	53 (56.4)
Research papers/ projects	879 (56.1)	115 (70.1)	248 (61.4)	635 (54.3)	792 (55.4)	55 (58.5)
Perfor-mance assess-ments	774 (49.4)	79 (48.2)	194 (48.0)	585 (50.0)	699 (48.9)	54 (57.4)
Other	158 (10.1)	22 (13.4)	30 (7.4)	129 (11.0)	143 (10.0)	10 (10.6)

There were some interesting differences in assessments used among rural, suburban, and urban teachers, with rural teachers seeming to use fewer different kinds of assessments (Table 4-41).

Other assessments that teachers reported using were presentations (46), oral tests (29), bonus/extra credit questions (13), role plays/games (11), do not assess (10), study projects (8), portfolios (7), portions of regular tests (6), art (4), culture capsules (3), music (3), participation (2), Jeopardy (2), language-based tests (2), reading (2), daily attitude evaluation (2), question and answer (2), field trips (1), and learning experiences (1). (Note that many of these assessment techniques listed under "Other" are similar/identical to the options provided.)

Table 4-41

Assessments Used by Type of Community

	Urban Teachers	Suburban Teachers	Rural Teachers
Multiple choice/other objective tests	237 (66.8)	414 (62.4)	315 (62.5)
Essays/other writing assignments	162 (52.1)	305 (51.2)	210 (43.4)
Research papers/projects	181 (58.2)	336 (56.4)	252 (52.1)
Performance assessments	156 (50.2)	312 (52.4)	217 (44.8)
Other	41 (13.2)	51 (8.6)	49 (10.1)

Cross-Disciplinary Teaching

Another area explored was the extent to which foreign language teachers collaborate with teachers in other departments in teaching about culture. Of the teachers responding, 768 (49.5 percent) said they had not worked with a teacher in another department in the past two years, 544 (35.1 percent) said they had worked with a teacher in another department once or twice, and 240 (15.5 percent) said they had worked cooperatively several times in the past two years. Teachers scoring high on the culture scale were more likely to report working with teachers in other departments (22.4 percent reported doing so several times and 37.9 percent once or twice) than teachers scoring low on the culture scale (8.7 percent reported doing so several times, 32.3 percent once or twice). Whether a teacher emphasizes concrete or abstract topics does not appear to affect the likelihood that they will cooperate with teachers in other departments. The respondents who received foreign language and/or education degrees in the 1990s are as likely to cooperate with teachers in other departments as other respondents, but they are more likely to have done so only once or twice.

By far, the most common reason for not working with teachers from other departments more often was lack of time for joint planning; 1311 teachers (83.7 percent) selected this response. Chosen less often were lack of interest/cooperation on part of other departments (517, 33.0 percent), no support for cross-disciplinary teaching in school/district (370, 23.6 percent), incompatible curricula (181, 11.6 percent), belief that pay-off would not be worth the effort (6.4 percent), and lack of interest on own part (87, 5.6 percent). One hundred forty-four teachers (9.2 percent) indicated they had other reasons for not working more frequently with teachers in other departments. The most common of these reasons were time, money, and personnel issues (46 respondents), schedules, regulations, and room issues (44), new teacher or new school (12), and curricula (10).

Social studies was the department with which foreign language teachers most often worked, with 472 teachers reporting such cooperation; 360 teachers reported working with an art teacher, 316 with an English/language arts teacher, 199 with a music teacher, 190 with a home economics/life management teacher, and 129 saying they had worked with teachers in other departments. Of those, 28 specified they had worked with teachers in the business department.

The most frequent form of cooperation reported was consulting on materials that could be used (563 respondents), followed by cooperatively planning/teaching lessons or units (269), discussing effective strategies for teaching about culture (248), planning and conducting joint field trips (169), and assisting in conducting/debriefing a role play or simulation (94). One hundred seventeen teachers said their cooperation took such other forms as exchanging information or materials (29), giving a presentation (25), providing materials (13), taking part in music or dramas (8), cooking (7), putting on festivals/projects (6), and providing guest speakers (5).

Most teachers felt that instruction about culture in social studies classes could be greatly (844, 54.7 percent) or somewhat (679, 44.0 percent) enhanced through cooperation with foreign language teachers; only 21 respondents (1.4 percent) felt it could not be enhanced.

The responses were similar but slightly less positive for the extent to which instruction about culture in foreign language classes could be enhanced by greater cooperation with social studies teachers; 705 respondents (45.5 percent) said foreign language instruction could be greatly enhanced, 796 (51.3 percent) said it could be somewhat enhanced, and 50 (3.2 percent) said it could not be enhanced.

In responses to both of the above questions regarding the effects of cooperation, teachers scoring higher on the culture scale were more likely to choose "greatly enhanced" than teachers scoring low on the scale, who were more likely to choose "somewhat enhanced"; the two groups were equally likely to choose "not at all enhanced." Teachers who received foreign language and/or education degrees in the 1990s were also more likely to choose "greatly enhanced" to these questions.

In the open-ended section of the questionnaire, many teachers commented on cross-disciplinary teaching. While 24 teachers expressed support for working with teachers in other departments, 9 pointed out how hard (and perhaps unrealistic) cooperation is given the time required. Five teachers mentioned that culture study must be done in the language taught, which creates problems in cross-disciplinary work. A number of teachers expressed dissatisfaction with how other departments see foreign language; 5 said foreign language teachers should be invited to other classes, 4 said other teachers simply aren't interested, and 4 said other teachers don't value foreign language. Other teachers mentioned scheduling problems (4), the need for administrative support (2), the desire for more cooperation with the business department (2), the difficulty of changing departmentalization (2), and the fact that the United States lags behind other countries in terms of interdisciplinary work (1).

Needs Identification

Respondents were asked to indicate how well prepared they are to meet the National Standards in Foreign Language in terms of integrating culture learning with language instruction, using the standards definition of culture as the philosophical perspectives, behavior practices, and products (both tangible and intangible) of a society. They were also asked how well prepared they were to help students understand culture in the broad sense, including having increased understanding of their own culture, as called for in the National Standards in Foreign Language. Table 42 provides teachers' responses to these questions. Interestingly, teachers who emphasize concrete topics are slightly less confident of their preparation to meet the standards than are those who emphasize abstract topics, especially with respect to the first question. Teachers who received foreign language or education degrees in the 1990s are less confident of their preparation than other respondents.

Respondents were asked to reflect on what experiences were most helpful in preparing them to teach effectively about culture. Travel and living in other culture and independent study/reading were the most highly rated of the options provided, with preservice methods courses being the lowest rated. Teachers scoring high on the culture scale rated all the experiences somewhat more positively than teachers scoring lower on the scale. One possible explanation for this finding is that better staff development experiences actually result in teachers who have greater understanding of culture and emphasize culture more in their teaching. Another possible explanation is a more positive frame of mind among the teachers scoring higher on the culture scale; this hypothesis may be borne out by their responses to subsequent questions about things that might improve future teaching about culture. Teachers who received foreign language or education degrees in the 1990s were more likely to find college course work in the nature of culture to be very helpful. This may be due to improvements in such courses, to their being fresher in these teachers' minds, or to these teachers having had fewer other professional development experiences. Tables 4-43, 4-44, and 4-45 present the detailed results.

Table 4-42

Self-Assessment of Preparation to Meet Foreign Language Standards With Respect to Teaching About Culture

Preparation to:	**All Respondents**	**Concrete**	**Abstract**	**1990s FL/ Educ. Degrees**	**Earlier or Other Degrees**
Integrate culture learning with language instruction, given definition in standards					
Very well prepared	460 (30.0)	273 (29.6)	198 (32.1)	105 (26.3)	357 (31.2)
Adequately prepared	819 (53.4)	487 (52.8)	333 (54.0)	222 (55.5)	601 (52.5)
Inadequately prepared	256 (16.7)	163 (17.7)	86 (13.9)	73 (18.2)	187 (16.3)
Develop understanding of culture in the broad sense, including understanding of own culture					
Very well prepared	455 (29.4)	280 (30.3)	189 (30.4)	112 (27.9)	345 (30.0)
Adequately prepared	863 (55.8)	504 (54.4)	356 (57.2)	227 (56.5)	640 (55.6)
Inadequately prepared	228 (14.7)	143 (15.4)	77 (12.4)	63 (15.6)	166 (14.4)

Table 4-43

Preparation for Teaching About Culture: All Respondents

Form of Preparation	Very Helpful	Somewhat Helpful	Not Helpful
College course work in the nature of culture	469 (35.1)	702 (52.7)	162 (12.2)
Inservice programs on the nature of culture	244 (26.2)	482 (51.8)	204 (21.9)
Preservice methods courses	96 (10.4)	343 (37.3)	481 (52.3)
Travel and living in other culture	1393 (94.9)	70 (4.8)	5 (.3)
Independent study/ reading	1079 (71.8)	415 (27.6)	9 (.6)

Table 4-44

Preparation for Teaching About Culture: High and Low Scorers on the Culture Scale

Form of Preparation		High CS			Low CS	
	Very Helpful	Somewhat Helpful	Not Helpful	Very Helpful	Somewhat Helpful	Not Helpful
College course work in the nature of culture	237 (35.3)	363 (54.0)	72 (10.7)	231 (34.9)	340 (51.4)	90 (13.6)
Inservice programs on the nature of culture	156 (29.9)	269 (51.5)	97 (18.6)	88 (21.5)	213 (52.0)	109 (26.6)
Preservice methods courses	61 (12.6)	200 (41.2)	224 (46.2)	35 (8.0)	143 (32.8)	258 (59.2)
Travel/living in other culture	719 (97.0)	20 (2.7)	2 (.3)	675 (92.7)	50 (6.9)	3 (.4)
Independent study/reading	594 (79.2)	154 (20.5)	2 (.3)	487 (64.7)	259 (34.4)	7 (.9)

Table 4-45

Preparation for Teaching About Culture:
1990s Foreign Language/Education Majors/Minors vs. All Others

Form of Preparation	1990s F.L Very Helpful	Educ. Somewhat Helpful	Degrees Not Helpful	Very Helpful	All Others Somewhat Helpful	Not Helpful
College course work in the nature of culture	157 (43.4)	181 (50.0)	24 (6.6)	313 (32.0)	525 (53.7)	139 (14.2)
Inservice programs on the nature of culture	50 (22.7)	113 (51.4)	57 (25.9)	195 (27.3)	370 (51.7)	150 (21.0)
Preservice methods courses	28 (11.3)	103 (41.7)	116 (47.0)	69 (10.2)	240 (35.3)	370 (54.5)
Travel/ living in other culture	358 (95.7)	14 (3.7)	2 (.5)	1042 (94.6)	57 (5.2)	3 (.3)
Independent study/ reading	274 (69.9)	114 (29.1)	4 (1.0)	812 (72.7)	300 (26.9)	5 (.4)

Respondents were then asked how helpful three items would be in enhancing future teaching about target cultures in their classes. As shown in Table 4-46, all were regarded as either very helpful or somewhat helpful by large majorities of the respondents. There were no differences in ratings between teachers who received foreign language or education degrees in the 1990s and other teachers. Teachers scoring high on the culture scale were less enthusiastic about materials in English and more enthusiastic about materials written in the language they teach than were teachers scoring lower on the scale, as shown in Table 4-47.

When asked how helpful various things would be in enhancing future teaching about culture in its broad sense, the most positive responses related to time–planning time to work individually (96.5 percent said this would be very or somewhat helpful) or planning time to work with teachers in other departments (96.7 percent said this would be very or somewhat helpful). The responses most commonly described as not helpful were class scheduling allowing students to be scheduled into the class of a particular department (259 or 17.8 percent), general materials on culture (170 or 11.3 percent), and staff development opportunities to improve understanding of culture (149 or 10.0 percent). Table 4-48 provides detailed responses to this question. Table 4-49 provides responses for teachers scoring higher and lower on the culture scale; High CS teachers rated many of the items more highly than did those with lower scores.

Table 4-46

Helpfulness of Various Items in Improving Future Teaching About Target Cultures: All Respondents

Item	Very Helpful	Somewhat Helpful	Not Helpful
Materials on target culture in English	1083 (71.5)	396 (26.1)	36 (2.4)
Materials on target culture in language taught	1057 (70.0)	407 (27.0)	45 (3.0)
Staff development to improve knowledge of target culture	1050 (70.8)	356 (23.9)	78 (5.3)

Table 4-47

Helpfulness of Various Items in Improving Future Teaching About Target Cultures: Teachers Scoring Higher and Lower on the Culture Scale

Item	High CS			Low CS		
	Very Helpful	Somewhat Helpful	Not Helpful	Very Helpful	Somewhat Helpful	Not Helpful
Materials on target culture in English	498 (67.1)	218 (29.4)	26 (3.5)	583 (75.4)	180 (23.3)	10 (1.3)
Materials on target culture in language taught	556 (74.8)	170 (22.9)	17 (2.2)	502 (65.5)	236 (30.8)	28 (3.7)
Staff development to improve knowledge of target culture	504 (69.2)	182 (25.0)	42 (5.8)	544 (72.0)	174 (23.0)	38 (5.0)

Table 4-48

Helpfulness of Various Items in Improving Future Teaching About Culture Generally: All Respondents

Item	**Very Helpful**		**Somewhat Helpful**		**Not Helpful**	
General materials on culture	588	(39.0)	749	(49.7)	170	(11.3)
Staff development to improve understanding of culture	687	(45.9)	660	(44.1)	149	(10.0)
Staff development to learn strategies for teaching about culture	957	(63.3)	479	(31.7)	76	(5.0)
Planning time to work on own	1136	(74.6)	331	(21.9)	56	(3.7)
Planning time to work with teachers in other departments	1097	(72.2)	372	(24.5)	259	(17.8)
Class scheduling allowing students to be scheduled into class of a particular teacher in another department	620	(42.7)	572	(39.4)	259	(17.8)
More support/open attitude among teachers in other departments	885	(61.6)	479	(33.4)	72	(5.0)
More support from school or district administrators	885	(61.6)	479	(33.4)	72	(5.0)
More support from community for cross-disciplinary learning	774	(54.4)	549	(38.6)	101	(7.1)

Table 4-49
Helpfulness of Various Items in Improving Future Teaching About Culture Generally: Teachers Scoring Higher and Lower on the Culture Scale

Item		**High CS**			**Low CS**	
	Very Helpful	**Somewhat Helpful**	**Not Helpful**	**Very Helpful**	**Somewhat Helpful**	**Not Helpful**
General matls. on culture	289 (39.1)	364 (49.3)	86 (11.6)	297 (38.7)	387 (50.4)	84 (10.9)
Staff dev. to improve understanding of culture	338 (46.0)	314 (42.8)	82 (11.0)	347 (45.5)	346 (45.4)	69 (9.1)
Staff dev. to learn strategies for teaching about culture	955 (62.2)	245 (33.0)	36 (4.8)	493 (64.1)	236 (30.7)	40 (5.2)
Planning time to work on own	599 (79.9)	128 (17.1)	23 (3.1)	538 (69.6)	202 (26.1)	33 (4.3)
Planning time to work with tchrs in other depts.	585 (78.1)	146 (19.5)	18 (2.4)	512 (66.5)	226 (29.4)	43 (4.2)
Class scheduling allowing students to be scheduled into class of a tchr. in another dept.	364 (50.8)	253 (35.3)	99 (13.8)	451 (63.2)	236 (33.1)	27 (3.8)
More support or open attitude among tchrs. in other dept.	451 (63.2)	236 (33.1)	27 (3.8)	348 (47.5)	331 (45.2)	54 (7.4)
More support from school or district admin.	484 (68.6)	197 (27.9)	25 (3.5)	401 (54.9)	282 (38.6)	47 (6.4)
More support from community for cross-disciplinary learning	424 (60.6)	239 (34.1)	37 (5.3)	350 (48.3)	310 (42.8)	64 (8.8)

Several teachers noted that other types of assistance would be helpful in enhancing their future teaching about culture in its broad sense. Specific examples given were money and state support (26 respondents), travel/study opportunities (13), planning time (11), materials/workshops from specific culture (4), culture, vocabulary, and grammar (4), open minds (2), mapping the curriculum (2), cultural opportunities (2), and the following responses given by one teacher each: less culture, an immersion experience, teacher exchange, another foreign language, contact with other teachers of the same language, foreign government and industry support. In the portion of the questionnaire where respondents could write comments on anything related to teaching about culture, many talked about needs again, stressing the need for support–or even a requirement–for travel programs for teachers (29 comments), good nontext materials (27), time to plan (20), money (18), and support for travel programs for students (11).

Chapter 5. Social Studies Survey Results*

Background Data

The 560 survey respondents live in all regions of the country, with the central part of the nation modestly overrepresented in comparison to the general population and the Middle Atlantic and Southeastern states somewhat underrepresented (see Table 5-1).

Table 5-1

Breakdown of Respondents by Census Bureau Region

Region	**Respondents**		**Percentage of General U.S. Population**
New England	22	(3.9)	5.1
Middle Atlantic	60	(10.8)	14.6
East North Central	103	(18.5)	16.6
West North Central	68	(12.2)	7.7
South Atlantic	66	(11.8)	17.8
East South Central	33	(5.9)	6.1
West South Central	75	(13.4)	10.9
Mountain	42	(7.5)	5.9
Pacific	89	(15.9)	16.0

Two-thirds of the respondents received their first degrees in the 1960s (140, 29.5 percent) or 1970s (176, 37.1 percent) with nearly equal numbers receiving their first degrees in the 1980s (75, 15.8 percent) and 1990s (72, 15.2 percent); a very small number received their first degrees in the 1950s (11, 2.3 percent). Seventy-eight different majors were reported, with the largest number being in history (221, 39.5 percent). Other common categories were social science or a specific social science discipline (137, 24.5 percent), social studies (80, 14.3 percent), a humanities discipline (35, 6.3 percent), or education (28, 6.3 percent). Nearly two-thirds (354, 63.2 percent) of the respondents reported earning a second degree; 74 (13.2 percent) reported receiving a third degree.

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*Note that in all tables, the first number in a cell reporting survey results is the number of respondents who gave that answer; the second number is a percentage. Percentages reported for questions in which respondents were to give only one answer are percentages of the number of respondents answering that question. When more than one answer could be given in response to a question, percentages are of the entire sample.

A majority of the respondents (322, 57.9 percent) teach in schools enrolling more than 1000 students; 124 (22.3 percent) teach in school with 500 to 1000 students, and 110 (19.8 percent) teach in smaller schools. The largest group (220, 40 percent) described their communities as suburban, with 140 (25.5 percent) saying their schools are in urban communities and 190 (34.5 percent) in rural communities.

Respondents were asked to estimate the socioeconomic level of the students in their schools. The most common response, picked by 212 respondents (38.3 percent), was lower/middle income, with lower income (67, 12.1 percent), middle income (110, 19.9 percent), middle/upper income (83, 15.0 percent), upper income (8, 1.4 percent), and a mix of all levels (74, 13.4 percent) less common. Respondents were also asked to estimate the cultural and ethnic diversity of their schools and of their social studies classes. Their responses indicated some perceived variations, as shown in Table 5-2.

Table 5-2

Perceived Diversity of Students in Respondents' Classrooms and Schools

Student Population	**Very Diverse**	**Somewhat Diverse**	**Not at All Diverse**
School	148 (26.9)	265 (47.9)	139 (25.1)
Classroom	112 (21.7)	265 (51.4)	139 (26.9)

The most common number of languages taught in the schools of respondents are two (141, 27.3 percent) and three (164, 31.8 percent), with fewer reporting that one (81, 15.7 percent), four (94, 18.2 percent), five (27, 5.2 percent), or six (9, 1.7 percent) languages are taught.

The course taught by the largest number of respondents is world history (416 respondents), followed by world geography (184 respondents), world cultures (121 respondents), global/international studies (94 respondents), and area studies (89 respondents). Interestingly, many more teachers reported that their teaching assignments were relatively new than their degree dates would indicate; 52.3 percent of those teaching area studies, 46.3 percent of world cultures teachers, 56.2 percent of world geography teachers, 51.0 percent of global/international studies teachers, and 39.5 percent of world history teachers have taught those courses for five years or less. This finding suggests that many of the respondents have changed teaching assignments fairly recently.

Correlations run on the background data indicated no significant correlations between variations in the background variables and answers to the substantive questions reported below. Thus, we do not comment further on these background variables.

Teaching Philosophy and Practice

Do Social Studies Teachers Teach About Culture and If Not, Why Not?

More than 95 percent of the respondents teach about culture in their world history (95.9 percent), world geography (95.7 percent), world cultures (97.5 percent), and global/international studies (96.8

percent) courses. Teachers of area studies were slightly less likely to teach about culture in those courses, with 88.8 percent responding that they do.

The most common reason selected for not teaching about culture was lack of time in the curriculum (37 respondents); other options were chosen less often–not a priority in my district or state curriculum (13 responses), insufficient knowledge of culture (13 responses), not a priority for me (12 responses), and insufficient knowledge of appropriate methodology (10 responses).

What Topics Are Most/Least Important to Social Studies Teachers?

Respondents were given a list of seven topics that might be addressed in teaching about culture. The first two were very broad, while the latter five were more specific and were drawn from the foreign language standards. These topics were:

a. Geography and environment

b. History

c. Tangible products of the culture (e.g., foods, dress, types of dwellings, toys)

d. Expressive products of the culture (e.g., literature, art, music, dance)

e. Cultural practices or patterns of social interaction (e.g., manners, use of space, rituals)

f. Cultural perspectives–the philosophies, attitudes, and values of the target culture (e.g., respect for older people, belief in a social hierarchy, religion)

g. Relationships among cultural perspectives, practices, and products

Respondents were asked to indicate the three topics on which they spent the most time, as well as the three topics on which they spent the least time. The responses are shown in Table 5-3, both for the group as a whole and for the respondents teaching each of the specific social studies courses. The most commonly taught topics were history (428 respondents), cultural perspectives (374 participants), and geography and environment (295). The least commonly taught topics were tangible products of the culture (228 respondents) and cultural practices or patterns of social interaction (203).

When one examines responses across the various classes taught, more similarities than differences are evident, although world geography teachers stand out as making somewhat different topic choices from their colleagues. Not surprisingly, geography teachers are more likely to choose geography and environment as one of their most important topics; they were also more likely to teach about tangible products and cultural practices and less likely to teach about expressive products, cultural perspectives, and cultural relationships than other social studies teachers. World history and areas studies teachers were more likely to choose history as one of their most commonly taught topics than teachers in the other three areas.

To examine whether teachers overall take factually or conceptually oriented approaches, we looked at whether they tended to choose the more concrete topics in teaching about culture (if they chose two or more of items a-d as their most often taught topics) or the more abstract approaches (e-g) and found that approximately three-fourths of the teachers tend to focus on more concrete topics (Table 5-4). From 60 to 80 percent of the teachers in each subject area tend to focus on the more concrete topics, with geography teachers being the most concrete or factually oriented in their approach and world cultures teachers the most likely to adopt a conceptually oriented approach.

Table 5-3

Culture Topics Taught

		a. N(%)	b. N(%)	c. N(%)	d. N(%)	e. N(%)	f. N(%)	g. N(%)
All Respondents	Most	295 (52.7)	428 (76.4)	113 (23.2)	165 (29.5)	97 (17.3)	374 (66.8)	125 (22.3)
	Least	65 (11.6)	21 (3.8)	228 (40.7)	150 (26.8)	203 (36.3)	37 (6.6)	168 (30.0)
World History	Most	212 (53.1)	329 (82.5)	73 (18.3)	127 (31.8)	61 (15.3)	291 (72.9)	93 (23.3)
	Least	50 (12.5)	11 (2.8)	177 (44.4)	104 (26.1)	160 (40.1)	27 (8.8)	129 (32.3)
World Geography	Most	127 (72.2)	124 (70.5)	57 (32.4)	32 (18.2)	38 (21.6)	111 (63.1)	33 (18.8)
	Least	15 (8.5)	12 (6.8)	51 (29.0)	73 (41.5)	64 (36.4)	19 (10.8)	61 (34.7)
Area Studies	Most	46 (58.2)	65 (82.3)	20 (25.3)	29 (36.7)	13 (16.5)	59 (74.7)	21 (26.6)
	Least	7 (8.9)	4 (5.1)	33 (41.8)	19 (24.1)	28 (35.4)	4 (5.1)	19 (24.1)
World Cultures	Most	69 (58.5)	83 (70.3)	26 (22.0)	31 (26.3)	36 (30.5)	88 (74.6)	31 (26.3)
	Least	18 (15.3)	9 (7.6)	42 (35.6)	30 (25.4)	42 (35.6)	9 (7.6)	33 (28.0)
Global/ Intl. Studies	Most	53 (58.1)	69 (75.8)	17 (18.7)	21 (23.1)	19 (20.9)	67 (73.6)	32 (35.2)
	Least	13 (14.3)	5 (5.5)	40 (44.0)	31 (34.1)	38 (41.8)	8 (8.8)	18 (19.8)

Table 5-4

Factually vs. Conceptually Oriented Approaches (Based on Topics Stressed)

	Concrete	**Abstract**
All Respondents	380 (75.1)	126 (24.9)
World History	282 (73.2)	103 (26.8)
World Geography	137 (80.6)	33 (19.4)
Area Studies	63 (78.8)	17 (21.2)
World Cultures	73 (61.9)	45 (38.1)
Global/Intl. Studies	57 (62.6)	34 (37.4)

What Skill and Attitude Outcomes Are Important to Social Studies Teachers?

Respondents were given a list of seven skill and attitude outcomes for culture learning and were asked to select the three most important and two least important in their classrooms. The outcomes from which they could select were:

a. Reflect on own culture through study of the target culture.

b. Recognize the role their own cultural values play in shaping attitudes towards other cultures.

c. Appreciate similarities and differences between their own culture and the target culture.

d. Recognize and can analyze how language reflects culture.

e. Adopt alternative ways of seeing and operating in the world.

f. Apply a conceptual framework for understanding culture generally.

g. Develop and use the skills needed to solve cross-cultural dilemmas/problems.

The results are presented in Table 5-5. By far, the outcome selected most often as important (and least often as not important) was to "appreciate similarities and differences between their own culture and the target culture"; conversely, the outcome most often chosen as unimportant (and least often chosen as important) was "recognize and analyze how language reflects culture." Chosen as important by 45 to 50 percent of the respondents were "recognize the role their own cultural values play in shaping attitudes towards other cultures" and "reflect on own culture through study of the target culture." While the remaining three outcomes–"adopt alternative ways of seeing and operating in the world," "develop and use the skills needed to solve cross-cultural dilemmas," and "apply a conceptual framework for understanding culture generally"–were chosen as important by approximately one in three participants, they were also chosen as unimportant by one in four respondents, indicating the greatest disagreement about these three outcomes.

When looking at the breakout by course taught, responses again show more similarities than differences. In this case, world history and world geography teachers' responses were quite similar. Area studies teachers were more likely to choose "reflect on own culture through study of the target culture" and "apply a conceptual framework for understanding culture generally than their colleagues." Global/international studies teachers were more likely to choose "develop and use the skills needed to solve cross-cultural dilemmas/problems."

What Strategies Do Social Studies Teachers Use to Teach about Culture?

Respondents were given a rather lengthy list of teaching strategies and asked which they use regularly to teach about culture and which three are most important to them in teaching about culture. The number of strategies teachers reported using regularly varied from 0 to 10, with the largest number of teachers (113 or 20.2 percent) reporting using three strategies regularly. Table 5-6 summarizes the data on the number of teaching strategies used regularly. (Note that lecture and seatwork were not included in the list of strategies provided. Also note that a 0 response here is ambiguous–it may represent someone who skipped the question, as well as someone who actually uses none of the strategies listed.)

Table 5-5

Skill Outcomes Stressed

		a. N(%)	*b. N(%)*	*c. N(%)*	*d. N(%)*	*e. N(%)*	*f. N(%)*	*g. N(%)*
All Respondents	Most	254 (45.4)	283 (50.5)	412 (73.6)	38 (6.8)	193 (34.5)	218 (38.9)	166 (29.6)
	Least	85 (15.2)	51 (9.1)	16 (2.9)	356 (63.6)	129 (23.0)	127 (22.7)	148 (26.4)
World History	Most	191 (47.9)	205 (51.4)	299 (74.9)	26 (6.5)	136 (34.1)	143 (35.8)	122 (30.6)
	Least	49 (12.3)	35 (8.8)	12 (3.0)	263 (65.9)	93 (23.3)	101(25.3)	98 (24.6)
World Geography	Most	77 (43.8)	91 (51.7)	141 (80.1)	10 (5.7)	57 (32.4)	73 (41.5)	47 (26.7)
	Least	27 (15.3)	13 (7.4)	6 (3.4)	111 (63.1)	44 (25.0)	35 (19.9)	56 (31.8)
Area Studies	Most	40 (50.6)	45 (57.0)	55 (69.6)	7 (8.9)	30 (38.0)	37 (46.8)	22 (27.8)
	Least	14 (17.7)	8 (10.1)	3 (3.8)	47 (59.5)	17 (21.5)	13 (16.5)	25 (31.6)
World Cultures	Most	56 (47.5)	71 (60.2)	95 (80.5)	7 (5.9)	38 (32.2)	49 (41.5)	34 (28.8)
	Least	20 (16.9)	10 (8.5)	1 (.8)	75 (63.6)	33 (28.0)	28 (23.7)	32 (27.1)
Global/ Intl. Studies	Most	34 (37.4)	50 (54.9)	67 (73.6)	7 (7.7)	35 (38.5)	36 (39.6)	36 (39.6)
	Least	20 (22.0)	7 (7.7)	4 (4.4)	65 (71.4)	24 (26.4)	24 (26.4)	15 (16.5)

Table 5-6

Number of Different Teaching Strategies Used Regularly

Number of Strategies Used	**All Respondents**
0	49 (8.8)
1	36 (6.4)
2	51 (9.1)
3	113 (20.2)
4	97 (17.3)
5	78 (13.9)
6	67 (12.0)
7	44 (7.9)
8	15 (2.7)

9	6 (1.1)
10	4 (.7)

Five strategies were cited as regularly used by majorities or near majorities of respondents–drawing on the expertise of students from other cultures (342, 61.1 percent), role plays/simulations (314, 56.1 percent), cross-cultural scenarios/cultural problem-solving (293, 52.3 percent), dialogues (286, 51.1 percent), and guest speakers (268, 47.9 percent). It should be noted that dialogue likely means something very different to social studies teachers than it does to foreign language teachers, for whom it has a specialized meaning related to use of the language being studied. We hypothesize that social studies teachers chose this answer as a substitute for discussion, a commonly used strategy in social studies. Two additional strategies were used by substantial numbers–interviews with people from other cultures (169, 30.2 percent) and field trips to cultural sites (159, 28.4 percent). Fewer teachers regularly involve students in festivals (92, 16.4 percent), using the Internet (86, 9.6 percent), and study tours in another culture (48, 8.6 percent).

In addition to the strategies listed–which included role plays/simulations, dialogues, cross-cultural scenarios/cultural problem-solving, field trips, participation in festivals, guest presenters, interviews with people from other cultures, using expertise of students from other cultures, Internet/e-mail exchanges, sister schools/pen pal exchanges, and study tours to other cultures–teachers listed a number of other strategies that they use regularly. These included projects on other countries that include cultural aspects (5 respondents), research on other cultures (5), model United Nations (4), personal travel experiences (3), using history to study culture (2), cultural food days (2), and the following strategies given by one respondent each: peer teaching, hosting exchange students, Socratic seminars, emphasis on words contributed to American English, case studies, weeklong multicultural fair, and working with the Peace Corps. Additional answers involved use of particular kinds of materials, which are dealt with in the next section.

Turning to the strategies that are most important to teachers, five of the strategies listed were chosen by 25 to 30 percent of the teachers–role plays/simulations (29.8 percent), using expertise of students who are from other cultures (29.5 percent), cross-cultural scenarios/cultural problem-solving (29.3 percent), guest presenters from other cultures (24.8 percent), and dialogues (24.3 percent). These were the five most important strategies to teachers of all five social studies courses, although there were some variations across courses in the rankings of the five. Table 5-7 shows the data related to the most important teaching strategies.

What Materials Do Social Studies Teachers Use to Teach about Culture?

Respondents were asked to select from a lengthy list of instructional materials those that they regularly use, as well as the three most often used in teaching about culture. Few surprises emerge from looking at the overall results for types of instructional materials used, with a large percentage of teachers reporting that they use textbooks and accompanying ancillaries (512 or 91.4 percent), slides, videos, and films (490, 87.5 percent), maps and atlases (489, 87.3 percent), and supplementary instructional materials (479, 85.5 percent). The largest number of teachers (84, or 15.0 percent) reported using seven different kinds of instructional materials, although the range of kinds of materials used was from two to sixteen, as shown in Table 8. The number of different kinds of materials used did not vary significantly by reported socioeconomic status of students.

Table 5-7

What Strategies Are Most Important to Social Studies Teachers in Teaching About Culture?

	All Resp.	W. Hist.	W. Geog.	Area Stud.	W. Culture	Global/Int
Role play	167 (29.8)	128 (32.1)	47 (26.7)	30 (38.0)	34 (28.8)	34 (37.4)
Dialogue	136 (24.3)	103 (25.8)	44 (25.0)	19 (24.1)	30 (25.4)	27 (29.7)
Problem solving	164 (29.3)	112 (28.1)	46 (29.1)	23 (29.1)	39 (33.1)	36 (39.6)
Field trips	73 (13.0)	60 (15.0)	12 (6.8)	11 (13.9)	18 (15.3)	11 (12.1)
Festivals	30 (5.4)	21 (5.3)	12 (3.8)	3 (3.8)	7 (5.9)	7 (7.7)
Guest speakers	139 (24.8)	98 (24.6)	58 (33.0)	21 (24.6)	39 (33.1)	30 (33.0)
Interviews	69 (12.3)	52 (13.0)	16 (9.1)	7 (8.9)	12 (10.2)	13 (14.3)
Students	165 (29.5)	123 (30.8)	45 (25.6)	14 (17.7)	34 (28.8)	27 (29.7)
Internet	32 (5.7)	22 (5.5)	12 (6.8)	1 (1.3)	8 (6.8)	6 (6.6)
Sister school	14 (2.5)	11 (2.8)	9 (5.1)	2 (2.5)	3 (2.5)	2 (2.2)
Study tour	24 (4.3)	18 (4.5)	9 (5.1)	3 (3.8)	5 (4.2)	4 (4.4)
Other	33 (5.9)	28 (7.0)	11 (6.3)	3 (3.8)	6 (5.1)	8 (8.8)

Table 5-8

Number of Kinds of Materials Used Regularly

Kinds of Materials Used	**All Respondents**	
0 (no response to question)	19	(3.4 percent)
2	4	(0.7 percent)
3	15	(2.7 percent)
4	25	(4.5 percent)
5	32	(5.7 percent)
6	52	(9.3 percent)
7	84	(15.0 percent)
8	72	(12.9 percent)

9	69	(12.3 percent)
10	49	(8.8 percent)
11	55	(9.8 percent)
12	35	(12.0 percent)
13	25	(4.5 percent)
14	14	(2.5 percent)
15	4	(.7 percent)
16	6	(1.1 percent)

Seven kinds of materials were reported as being regularly used by 60 percent or more of respondents–textbooks (512, 91.4 percent), videos and other audiovisual materials (490, 87.5 percent), maps and atlases (489, 87.3 percent), supplementary instructional materials (85.5 percent), encyclopedias and other reference works (68.0 percent), teacher-developed units (366, 65.4 percent), and posters (344, 61.4 percent). Least often mentioned as regularly used were popular contemporary literature (103, 18.4 percent), comics (67, 12.0 percent), and children's literature (67, 11.1 percent).

The materials listed in the question included textbooks and accompanying ancillaries; supplementary instructional materials; units they have developed; realia-artifacts; posters; slides, videos, films, laser discs; computer programs and CD-Roms; classical or traditional recorded music; examples of recorded music popular today; classic literary works; popular contemporary literature; comics; children's literature; newspapers and magazines; maps and atlases; and encyclopedias and other reference books. Participants also listed several other kinds of materials used, including biographies and autobiographies (12), student-developed materials and research (4), the Internet (3), primary sources (2), and the following responses given by one teacher each: own experience/guest speakers, picture books, group presentations, and newspapers.

Four types of materials were chosen as among the three most important by at least 25 percent of the teachers in all social studies courses: textbooks (310 or 55.4 percent), slides, videos, films, and laser discs (4262, 46.8 percent), supplementary instructional materials (218, 38.9 percent), and units developed by the teacher (163, 29.1 percent). See Table 5-9 for more details.

We looked at the data for kinds of materials used by socioeconomic status of the students taught and found that the same four types of materials were the most commonly used regardless of the SES level of the student population. Similarly, the same four types of materials were most commonly used whether teachers taught in urban, suburban, or rural settings.

Table 5-9

Materials Used Most Often to Teach About Culture

Material	All Respondents	World History	World Geography	Area Studies	World Culture	Global/Int.
Textbooks	310 (55.4)	234 (58.6)	100 (56.8)	44 (55.7)	62 (52.5)	47 (51.6)
Suppl.	218 (38.9)	163 (40.9)	54 (30.7)	24 (30.4)	41 (34.7)	44 (48.4)
Tchr. units	163 (29.1)	127 (31.8)	41 (23.3)	27 (34.2)	39 (33.1)	32 (35.2)
Realia	23 (4.1)	18 (4.5)	9 (5.1)	5 (6.3)	3 (2.5)	6 (6.6)
Posters	41 (7.3)	25 (6.3)	12 (6.8)	4 (5.1)	7 (5.9)	3 (3.3)
Videos etc.	262 (46.8)	195 (48.9)	85 (48.3)	39 (49.4)	61 (51.7)	38 (41.8)
Computer	23 (4.1)	18 (4.5)	13 (7.4)	5 (6.3)	4 (3.4)	6 (6.6)
Class. mus	17 (3.0)	13 (3.3)	4 (2.3)	2 (2.5)	7 (5.9)	4 (4.4)
Pop. music	8 (1.4)	4 (1.0)	0	2 (2.5)	0	1 (1.1)
Class. lit.	25 (4.5)	18 (4.5)	3 (1.7)	3 (3.8)	3 (2.5)	4 (4.4)
Pop. lit.	7 (1.3)	3 (.8)	3 (1.7)	1 (1.3)	3 (2.5)	3 (3.3)
Comics	5 (.9)	1 (.3)	3 (1.7)	0	0	1 (1.1)
Child. lit.	6 (1.1)	4 (1.0)	1 (.6)	1 (1.3)	0	1 (1.1)
Newspaper	100 (17.9)	68 (16.3)	38 (23.2)	20 (22.5)	20 (16.5)	22 (23.4)
Maps, atlas	111 (19.8)	78 (19.5)	46 (26.1)	16 (20.3)	26 (22.0)	14 (15.4)
Ref. books	24 (4.3)	18 (4.5)	10 (5.7)	2 (2.5)	4 (3.4)	4 (4.4)
Other	4 (.7)	4 (1.0)	3 (1.7)	1 (1.3)	2 (1.7)	2 (2.2)

How Do Social Studies Teachers Assess Culture Learning?

Respondents were asked to indicate whether they use particular methods for assessing culture learning. The most commonly used method is essay tests or other writing assignments (491 or 87.7 percent of respondents), followed by multiple-choice or other objective tests (453, 80.9 percent), research papers or projects (423, 75.5 percent), and performance tasks (296, 52.9 percent). Fifty-five respondents (10.2 percent) said they use other methods of assessing culture learning; the examples provided include dialogue (16 teachers), presentations (11), portfolios (4), foods, clothing, and festivals (4), construction of web pages (3), computer work (3), multimedia projects (2), interviews/oral histories (2), and text assignments (2) plus a number of options give by only one respondent. Two respondents (.04 percent) said they do not assess culture learning.

Cross-Disciplinary Teaching

Another area explored was the extent to which social studies and foreign language teachers collaborate in teaching about culture. Of the social studies teachers responding, 373 (69.1 percent) said they had not worked with a foreign language teacher in the past two years, 115 (21.3 percent) said they had worked with a foreign language teacher once or twice, and 52 (9.6 percent) had done so several times. These percentage do not vary significantly based on the size of school, its location (urban, suburban, rural), or the culture topics emphasized by the teacher.

There were some variations in the percentages of teachers working with foreign language teachers by course, as shown in Table 5-10.

Table 5-10

Extent of Cooperation with Foreign Language Teacher by Course Taught

	Several Times	**Once or Twice**	**Not at All**
World History	43 (10.8)	72 (18.0)	284 (71.2)
World Geography	24 (13.6)	39 (22.2)	113 (64.2)
Area Studies	20 (16.5)	5 (6.3)	54 (68.3)
World Culture	20 (16.9)	25 (21.2)	73 (61.9)
Global/Int. Studies	7 (7.7)	26 (28.6)	58 (63.7)

In terms of the skill and attitude outcomes stressed by teachers, the only notable difference was that teachers who stressed how language reflects culture were somewhat more likely to work with a foreign language teacher; 7 (18.4 percent) of this relatively small group of teachers said they had worked with a foreign language teacher several times, 9 (23.7 percent) said they had worked with a foreign language teacher once or twice, and 22 (57.9 percent) said they had not worked with a foreign language teacher at all.

By far, the most common reason for not working with foreign language teachers more often was lack of time for joint planning; 421 teachers (75.2 percent) selected this response. Chosen less often were incompatible curricula (128, 22.9 percent), no support for cross-disciplinary teaching in school/district (115, 20.5 percent), lack of interest/cooperation on part of other departments (79, 14.1 percent), lack of interest on my part (68, 12.1 percent), and belief that payoff would not be worth the extra effort (60, 10.7 percent). Seventy-three teachers (13.0 percent) indicated they had other reasons for not working more frequently with foreign language teachers. The most common of these reasons were that an appropriate language was not taught at their school (24), different students (11), time (9), and never thought of it (9).

The most frequent form of cooperation reported was consulting on materials that could be used (123 respondents), followed by discussing effective strategies for teaching about culture (82), cooperatively planning/teaching lessons or units (44), planning and conducting joint field trips (26), assisting in conducting debriefing role plays or simulations (18). Eight respondents said their cooperation took such other forms as guest speakers (5), festivals and cultural information (3), assistance with pronunciation and translation (3), and providing materials (3).

Most teachers felt that instruction about culture in social studies classes could be greatly (178 or 33.7 percent) or somewhat (320 or 60.6 percent) enhanced by greater cooperation with foreign language teachers; 30 teachers (5.7 percent) felt social studies could not be enhanced by such cooperation.

The responses were similar but slightly more positive for the extent to which instruction about culture in foreign language classes could be enhanced by greater cooperation with social studies teachers; 193 respondents (36.4 percent) said foreign language instruction could be greatly enhanced, 321 (60.6 percent) said it would be somewhat enhanced, and 16 (3.0 percent) said it could not be enhanced.

Needs Identification

Respondents were asked to reflect on what experiences were most helpful in preparing them to teach effectively about culture. While college course work in the nature of culture (87.7 percent), travel and living in other cultures (96.9 percent), and independent study/reading (99.8 percent) were all seen as very or somewhat helpful by large majorities, more than half the respondents (51.6 percent) said that preservice methods courses were not helpful. Table 5-11 presents the detailed results.

Table 5-11

Preparation for Teaching About Culture

Form of Preparation	Very Helpful	Somewhat Helpful	Not Helpful
College course work in the nature of culture	206 (41.5)	229 (46.2)	61 (12.3)
Inservice programs on the nature of culture	114 (29.2)	198 (50.8)	78 (20.0)
Preservice methods courses	24 (8.7)	110 (39.7)	143 (51.6)
Travel and living in other culture	355 (63.7)	56 (13.2)	13 (3.1)
Independent study/reading	413 (78.7)	111 (21.2)	1 (.2)

When asked about what would be helpful in enhancing future teaching about culture, the most common responses had to do with time–planning time to work individually (97.9 percent said this would be somewhat or very helpful) or planning time to work with teachers in other departments (95.9 percent said this would be somewhat or very helpful). The responses most commonly described as not helpful were class scheduling allowing the same students to be scheduled into foreign language and certain classes in other departments (74 or 15.5 percent), staff development opportunities to improve understanding of culture (61, or 12.0 percent), and more support from the community for cross-disciplinary learning (10.6 percent). Twenty-seven teachers noted that other types of assistance would be helpful in enhancing their future teaching about culture. Specific examples given were more travel experiences (6), money (5), culture-specific materials (4), more community involvement by speakers and the like (2), planning time (2), and the following ideas given by one teacher each: videos, access to technology, world humanities course, knowing community's cultural diversity workshops, teacher field trips, smaller classes, and a hotline for answering cultural questions and providing ideas.

Detailed responses to the needs question are provided in Table 5-12.

Table 5-12

Helpfulness of Various Items in Improving Future Teaching About Culture

Item	**Very Helpful**	**Somewhat Helpful**	**Not Helpful**
a. General materials on culture (i.e., not on specific cultures)	232 (43.7)	266 (50.1)	33 (6.2)
b. Staff development opportunities to improve your understanding of culture	209 (41.0)	240 (47.1)	61 (12.0)
c. Staff development opportunities to learn strategies for teaching about culture	242 (47.4)	219 (42.9)	50 (9.8)
d. Planning time to work on your own	376 (71.6)	138 (26.3)	11 (2.1)
e. Planning time to work with teachers in other departments	377 (70.9)	134 (25.2)	21 (3.9)
f. Class scheduling allowing your students to be scheduled into the class of a particular teacher in another department.	238 (49.8)	166 (34.7)	74 (15.5)
g. More support/open attitude among teachers in other departments	207 (43.9)	220 (46.7)	44 (9.3)
h. More support from school or district administrators	246 (52.0)	197 (41.6)	30 (6.3)
i. More support from the community for cross-disciplinary learning	214 (46.3)	199 (43.1)	49 (10.6)
j. Other (Specify:______________________)			

Chapter 6. Comparison of Social Studies Teachers' and Foreign Language Teachers' Survey Responses

Social studies and foreign language teachers appear to be more similar than different in their thinking and teaching about culture. However, some noteworthy differences and issues do emerge.

Background Data

Demographically, the two samples are quite similar. Both represent all areas of the country, with the central part of the nation somewhat overrepresented and the Southeast somewhat underrepresented in both samples; the Pacific states are also underrepresented in the foreign language sample.

The foreign language teachers who responded to the survey are slightly younger as a group than the social studies teachers, judging by the decades in which they received their first degrees. Among foreign language teachers, 60.4 percent received their first degrees in the 1960s and 70s and 38.1 percent in the 1980s and 90s; for social studies teachers, these figures were 66.6 percent and 31.0 percent.

The size of the schools in which teachers taught and their locations (urban, suburban, rural) were remarkably similar, as was the SES level of students, as estimated by the teachers. About half of both groups said that the student populations in their schools was somewhat diverse ethnically, with approximately one-fourth saying it was very diverse and one-fourth not at all diverse. Both groups saw the students in their classes as being slightly less ethnically diverse than the school population generally; for example, 24.7 percent of foreign language teachers said their schools were very diverse, but only 16.8 percent said their classes were very diverse; for social studies teachers, the figures were 26.9 percent and 21.7 percent.

Teaching Philosophy and Practice

Do Social Studies and Foreign Language Teachers Stress the Same Topics in Teaching about Culture?

The question that revealed the greatest differences between social studies and foreign language teachers was the question regarding which topics are most and least important in teaching about culture. The social studies teachers' responses imply a different working conceptualization or definition of culture instruction than that suggested by responses from the foreign language teachers. Presented with the same set of seven topics that could be addressed under the heading of culture, social studies teachers–most of whom identified themselves as world history and/or world geography teachers–rated history, cultural perspectives, and geography/environment as the three topics on which they spend the most time. The social studies teachers shared only an instructional emphasis on cultural perspectives with the foreign language teachers. Foreign language teachers selected tangible products such as food, dress, dwellings and cultural practices and patterns of social interaction as the other two topics on which they spend the most time in teaching about culture; these two topics were among the least emphasized by social studies teachers, just as history was among the least emphasized topics among foreign language teachers. Both groups shared an aversion to teaching about relationships among cultural perspectives, practices, and products, which was perhaps the most sophisticated or complex choice.

When we look at whether teachers overall take more concrete or factually oriented approaches (answers a-d) or abstract, conceptually oriented approaches (answers e-g), we find that social studies teachers were somewhat more likely to take factually oriented approaches than foreign language teachers (75.1 percent compared to 60.1 percent). This characterization may be somewhat unfair, particularly in the case of social studies teachers for whom two of the "factually oriented" approaches are disciplines that they teach. However, it does suggest some differences in how social studies and foreign language teachers think about culture. Unfortunately, when we look at the definitions of culture provided in interviews, we find that foreign language teachers may, in fact, not be as conceptually oriented as their choices on this question indicate.

Are the Same Skill and Attitude Outcomes Important to Social Studies and Foreign Language Teachers?

Social studies and foreign language respondents showed more similarity in their responses to the survey question about skill and attitude outcomes for culture instruction. Asked to select the three most important from a list of seven skill and attitude outcomes, a clear majority of social studies (73.6 percent) and foreign language teachers (87.9 percent) placed high value on "developing student ability to appreciate similarities and differences across cultures." Both teacher groups selected "reflecting on own culture through exploration of another" (45.5 percent of social studies teachers vs. 48.9 percent of foreign language teachers) as one of the three most important outcomes. The two groups of teachers differed in their third choice, however: 50.5 percent of social studies teachers selected "recognizing the role their own cultural values play in shaping attitudes towards other cultures" as one of the three most important outcomes while 49.3 percent of foreign language respondents chose "adopt alternative ways of seeing and operating in the world." Although these two outcomes are similar, the foreign language teachers' selection may reflect a subtle difference in emphasis or perception of the practical role or outcome of culture teaching. That is, the foreign language teachers' choice involves a more action or performance-oriented outcome (students must actively adopt perspectives and use them to succeed in another culture) rather than what might be perceived as a more passive outcome of recognizing or valuing alternatives.

Do Social Studies and Foreign Language Teachers Use the Same Strategies and Materials to Teach About Culture?

Most foreign language and social studies respondents indicated that they use a variety of strategies and materials in teaching about culture. Compared to foreign language teachers, who cited regular use of 0-13 strategies, social studies teachers indicated regular use of 1-10 strategies. The largest number of social studies teachers (20.2 percent) reported using three strategies regularly, as compared with the foreign language sample, 20 percent of whom reported using five strategies regularly. These findings indicate that teaching culture in the social studies classroom may be slightly less varied than in the foreign language classroom.

Of the strategies most important to teachers, five of the strategies listed were chosen by 25 percent or more of social studies teachers; similarly, five were listed by 20 percent or more of the language teachers. Yet, while each group employs a variety of instructional strategies, the strategies on which the social studies and foreign language teachers tend to rely most heavily are different. A significant percentage of both groups cited role plays/simulations and dialogues, but differed beyond that, with social studies teachers most often citing using students who are natives of the target culture, cross-cultural problem solving, and guest speakers. In contrast, these strategies received a middle ranking from foreign language teachers, who ranked authentic materials, study tours, and field trips among their five most important strategies. It was of some interest to us that foreign language teachers did not include guest speakers, student representatives from the target culture, or cultural problem-solving among their most used strategies, particularly given the emphasis among foreign language respondents on cultural perspectives, cultural practices, and adopting alternative ways of seeing and operating in the world expressed in earlier items. Also of note is the small percentage of teachers in either group that considers telecommunications an important strategy in teaching about culture. Table 6-1 provides detailed data on the strategies most important to social studies and foreign language teachers.

Table 6-1

Most Important Teaching Strategies

Strategy	Social Studies Respondents		Foreign Language Respondents	
Role plays/simulations	167	(29.8)	485	(31.0)
Dialogues	136	(24.3)	408	(26.1)
Cross-cultural problem solving	164	(29.3)	236	(15.1)
Authentic materials	NA		681	(43.5)
Field trips	73	(13.0)	325	(20.8)
Festival	30	(5.4)	130	(8.3)
Guest presenters	139	(24.8)	236	(15.1)
Interviews	69	(12.3)	105	(6.7)
Students who are native speakers	165	(29.5)	294	(18.8)
Internet/e-mail	32	(5.7)	105	(6.7)
Sister-schools/penpals	14	(2.5)	163	(10.4)
Study tours	24	(4.3)	363	(23.2)
Other	33	(5.9)	125	(8.0)

The two groups were remarkably similar in their choices of instructional materials for teaching culture, sharing common choices for three of the four most-used materials. Not surprisingly, within each group, textbooks and accompanying ancillaries were selected by the most respondents as among four most-often used materials for culture instruction (55.4 percent of social studies teachers and 49.2 percent of foreign language teachers). Both groups also cited audiovisual materials and supplemental materials among most-used materials. Other materials cited as most used varied by teacher group, with social studies teachers naming teacher-developed units and foreign language teachers identifying "authentic materials" (Table 6-2).

Table 6-2

Materials Used Most Often

Materials	**Social Studies Respondents**		**Foreign Language Respondents**	
Text/Ancillaries	310	(55.4)	771	(49.2)
Supplementary	218	(38.9)	394	(25.2)
Teacher-developed	163	(29.1)	388	(24.8)
Authentic	NA		408	(26.1)
Realia	23	(4.1)	350	(22.3)
Posters	41	(7.3)	151	(9.6)
Audiovisual	262	(46.8)	712	(45.5)
Computer	23	(4.1)	35	(2.2)
Classical/traditional music	17	(3.0)	83	(5.3)
Popular music	8	(1.4)	191	(12.2)
Classical literature	25	(4.5)	67	(4.3)
Popular literature	7	(1.3)	32	(2.0)
Comics	5	(0.9)	22	(1.3)
Children's literature	6	(1.1)	36	(2.3)
New/magazines	100	(17.9)	185	(11.8)
Maps/atlases	111	(19.8)	102	(6.5)
Reference books	24	(4.3)	20	(1.3)
Other	4	(0.7)	0	(0.0)

Do Social Studies and Foreign Language Teachers Use Similar Methods for Assessing Culture Learning?

When social studies and foreign language teachers were asked how they assess culture learning, their responses were somewhat different (Table 6-3). Perhaps most notable are the higher percentages for several answers among social studies respondents, indicating that social studies teachers use more varied assessments and, perhaps, assess culture learning more frequently. Around half of both groups use performance assessments, which would provide opportunities for assessing some higher level outcomes.

Table 6-3

Types of Assessments Used by Social Studies and Foreign Language Teachers

Types of Assessments	**Foreign Language Teachers**	**Social Studies Teachers**
Multiple choice/other objective tests	996 (63.6)	453 (80.9)
Essays/other writing assignments	773 (49.4)	491 (87.7)
Research papers/projects	879 (56.1)	423 (75.5)
Performance assessments	774 (49.4)	296 (52.9)
Other	158 (10.1)	55 (10.9)

Cross-Disciplinary Teaching

Social studies and foreign language teachers indicate different degrees of collaboration across disciplines, with foreign language teachers appearing to engage in more cross-disciplinary teaching. However, this difference is probably explained by variations in the question posed to each group–i.e., foreign language teachers were asked how often they worked with any and all other disciplines while social studies teachers were asked more narrowly about their cooperation with foreign language teachers in culture instruction. Foreign language teachers then go on to cite collaboration with a range of departments including social studies, home economics, art, music, and literature.

Social studies teachers agreed with foreign language teachers on the forms of cooperation with the other, the most frequent form being consultation on materials, followed by cooperative planning or teaching of lessons, discussion of effective strategies for teaching about culture, and planning and conducting joint field trips. Of these four types of cooperation, two are removed from the classroom–discussion of materials and strategies–and are more in the realm of cooperation about teaching that cooperation in teaching.

Asked to identify their reasons for not cooperating, significant issues about joint planning, curriculum compatibility, and cross-disciplinary perceptions emerge. Both social studies and foreign language teachers most frequently picked lack of time as the reason for not undertaking more cooperative teaching about culture (83.7 percent foreign language vs. 75.2 percent of social studies teachers), indicating that this is a real hindrance to cooperative teaching. Foreign language teachers were more likely to perceive cooperation as unwelcome by other departments (33 percent compared with 14.1 percent of social studies teachers), a perception that is supported in the more frequent response by social studies teachers that they personally are not interested in collaboration (12.1 percent of social studies teachers vs. 5.6 percent of foreign language teachers). Almost twice the percentage of social studies teachers selected "incompatible curriculum" as a reason for not engaging in more cooperative effort. Their reasoning may be reflected in additional comments that note that the foreign languages taught in their schools aren't numerous enough to tie into and support the world history, geography, of cultures curriculum.

Yet, interestingly, respondents in each group felt that their own and the other teachers' curriculum and instruction on culture could be improved by cooperation across the social studies and language departments. Ironically, each group felt that they could help the other discipline more than teachers from that discipline could assist them, although responses indicate that the social studies teachers were generally more skeptical of the benefits of cooperation than were the foreign language teachers. A considerably greater percentage of the language teachers thought that significant benefits would accrue from cooperation targeted on either curriculum (Table 6-4).

Table 6-4

Comparison of Views on Enhancement of Culture Teaching Through Cross-Disciplinary Cooperation

	Social Studies Respondents	**Foreign Language Respondents**
Culture instruction in social studies could be enhanced by greater cooperation with foreign language		
Greatly enhanced	33.7%	54.7%
Somewhat enhanced	60.6%	44.0%
Not enhanced	5.7%	1.4%
Culture instruction in foreign language could be enhanced by greater cooperation with social studies		
Greatly enhanced	36.4%	45.5%
somewhat enhanced	60.6%	51.3%
Not enhanced	3.0%	3.2%

Needs Identification

Teachers from both disciplines identified the same experiences as being helpful in preparing them to teach effectively about culture; both rated travel and living in another culture and independent study and reading most highly, although to different degrees. While almost 100 percent of foreign language teachers rated personal foreign experience as very helpful (94.9 percent) or somewhat helpful (4.8 percent), only about 75 percent of social studies teachers rated this experience as helpful. This difference may indicate a difference in the overseas experiences of the two groups of teachers or differing opportunities for overseas study for the two groups. Some cultural immersion experience may be perceived as an informal requirement for credibility by many foreign language teachers. The weight given experience in another culture may also reflect a country- or culture-specific orientation to culture instruction by both foreign language and social studies teachers. That is, immersion in a single culture in which a foreign language is taught would seem to provide more useable knowledge and experience for a foreign language teacher trying to provide a cultural context for a specific language than for a social studies teacher charged with teaching about many cultures. This is particularly true if the teacher in either discipline defines culture as a collection of facts about a particular place or people rather than as a general construct with transferable lessons and processes.

Significantly, both social studies and foreign language respondents ranked preservice methods courses lowest in terms of their usefulness in preparing teachers to teach about culture, with over 12 percent in each group terming these courses "not helpful."

In reflecting on opportunities that could enhance their teaching about culture, social studies teachers responded with near identical frequency to their foreign language counterparts, most often citing planning time, either for them as individuals (97.9 percent) or joint planning with teachers from other departments (95.9 percent). Both groups were least likely to see as potentially helpful class scheduling allowing students to be scheduled into the class of a particular teacher in another department, with 15.5 percent of social studies teachers seeing this as not helpful and 17.8 percent of foreign language teachers seeing it as not helpful.

Chapter 7. Telephone Interview Results

Background Data

The 191 teachers interviewed represented all areas of the country; the percentages from each region roughly paralleled those for the survey sample, with the exceptions of the Mountain Region, which was overrepresented in the telephone sample (14.2 percent of the sample was from this region, probably because they were in the same time zone as the interviewers and thus were the easiest to contact) and the East South Central, which was underrepresented in the telephone sample (1.6 percent because a smaller percentage of teachers from this region indicated willingness to be interviewed).

Of the teachers interviewed, 75 taught Spanish, 72 French, 57 German, 12 Japanese, 7 Russian, and 7 other languages (Modern Greek, Italian, Hebrew). With the exception of one Chinese teacher interviewed in the pilot, all of the Chinese teachers who indicated that they would be willing to be interviewed when they completed their surveys declined the interview when actually telephoned.

Teachers interviewed represented all scores on the culture scale, but were more likely than the respondents of the survey sample to fall on the higher end (4 to 9) of the scale. In the interview sample, 58.1 percent (111 respondents) scored on the higher end of the scale, 41.9 percent (80 respondents at the lower end; in the survey sample, the percentages were 49.0 and 51.0, respectively. This confirms, as we suspected, that the interview sample is biased in favor of those looking more positively at the teaching of culture in foreign language classes.

Curriculum Requirements/Standards

District Requirements

Of the 191 respondents, 109 (57.1 percent) reported that study of culture is required in their district's foreign language curriculum; 80 (41.9 percent) said no such requirement existed; 1 (0.5 percent) did not know whether study of culture is required, and 1 (0.5 percent) answered both yes and no. Interviewees with a higher score on the culture scale were more likely to say that teaching about culture is required in their districts than teachers with a lower score on the culture scale (60.4 percent compared to 52.5 percent).

The second question on the survey, asked only of those who said culture is required, queried participants as to whether the emphasis on culture had changed in the past few years. Of the 91 teachers answering this question, 47 (51.6 percent) said the emphasis had changed, 41 (45.1 percent) said it had not, and 3 (3.3 percent) said they didn't know. Teachers with a higher culture scale score were more likely to say that the emphasis on culture had changed than those with lower scores (61.5 percent compared to 38.5 percent).

When asked to describe the change, teachers gave a range of responses. The most common response, heard from 15 teachers, was that culture was now being given more emphasis; 9 teachers mentioned textbooks as being the drivers of change in the district's curriculum; 7 teachers mentioned state and national standards as drivers of change. Other factors seen as influencing change are multicultural/diversity concerns (mentioned by 4 teachers), teachers (3), and participation in

International Baccalaureate programs (1). Other responses included more emphasis on small c (3 teachers), more integration of culture with language rather than being taught separately (3), more emphasis on learning culture as a tool for communicating effectively (3), more organization in the approach to teaching culture (3), more hands-on teaching (2), more emphasis at earlier grades (2), the influence of including culture-related content on tests (2), moving beyond just the "mother" country of a language to other countries/regions where it is spoken (2), the Internet (1), and cooperation with social studies (1).

Next, teachers who said that change in their district curriculum had been substantial were asked if staff development had been provided to help teachers better teach about culture. Of the 40 teachers responding, 11 (27.5 percent) said yes, giving as examples inservices on culture (3), district meetings (2 teachers), standards workshops (1), diversity workshops (1), IB training (1), release time to attend conferences (1), ESL training (1), and Internet training relevant to teaching about culture (1). Twenty-nine teachers (72.5 percent) said no inservice had been provided.

Thirty-eight teachers who said culture study is required but did not say emphasis had changed were also asked this question. Their responses were very similar, with 11 (28.9 percent) saying training had been offered and 27 (71.1 percent) saying it had not. Examples cited by those in this group whose districts had offered training were inservices on culture (3), related to language diversity in the school (2), native speakers (2), a performance assessment workshop that was relevant (1), training provided through a professional organization (1), native speakers (1), and working with community college teachers (1).

In both of the above groups, the words "we're on our own" were used repeatedly when asked about whether the district provided staff development.

National and State Standards

Respondents were also asked how familiar they are with the national standards for foreign language learning. Of the 191 respondents, 61 (31.8 percent) said they were very familiar with the standards, 90 (47.1 percent) said they were somewhat familiar with the standards, and 40 (20.9 percent) said they were not at all familiar with the standards. Responses from teachers in districts where teaching about culture is required in the foreign language curriculum did not differ appreciably from the responses of teachers not working with such a requirement. There were notable differences between teachers with high and low CS scores, as shown in Table 7-1. While the project advisory board suggested analyzing these responses by region, there were insufficient numbers in each region to make meaningful comparisons.

Table 7-1

Familiarity with National Standards

	All Respondents		**Teachers with Higher CS Scores**		**Teachers with Lower CS Scores**	
Very familiar	61	(31.8%)	49	(44.1%)	12	(15.0%)
Somewhat familiar	90	(47.1%)	46	(41.4%)	44	(55.0%)
Not at all familiar	40	(20.9%)	16	(14.4%)	24	(30.0%)

Respondents were next asked if their state has standards for foreign language learning. Slightly more than three-fourths of the 189 teachers responding (142, 75.1 percent) said their states did; 13 teachers (6.9 percent) said standards were in progress in their state. Twenty-three (12.2 percent) said their states did not have standards and 11 (5.8 percent) said they did not know. Since teachers from the same state gave opposing answers to this question, some respondents who chose "yes" or "no" clearly should have been in the "Don't know" category. Teachers working with a district requirement to teach about culture were slightly more likely to say their state had standards than those not working with such a requirement (77.3 percent compared to 72.2 percent). Interestingly, teachers with lower scores on the culture scale were also more likely to report that their state had standards for foreign language learning (79.5 percent compared to 72.1 percent).

One hundred forty-four teachers responded to a question about their familiarity with state standards; 83 (57.6 percent) said very familiar, 56 (38.9 percent) said somewhat familiar, and 5 (3.5 percent) said not at all familiar. Oddly, those teachers in districts where culture teaching is not required were slightly more likely to be somewhat or very familiar with the standards than teachers where culture teaching is required (98.2 percent compared to 95.4 percent). All of the interviewed teachers with higher scores on the culture scale said they were somewhat or very familiar with the state standards, compared to 92.2 percent of teachers scoring lower on the culture scale.

Definitions and Teaching Practices

Teachers' Definitions of Culture

Teachers were asked the following question:

> Culture is a very broad term defined in many different ways. We would like to ask you to think about your definition of culture and what you think it is important for students in your classes to learn about culture. How would you define culture?

Needless to say, teachers' responses varied widely and were difficult to analyze. We read through the answers several times to create categories and then sorted the responses into those categories. Because some teachers talked for some time in response to this question, they actually gave more than one definition in the course of their answer. We classified their responses into both categories. Still, it appears to us that another set of analysts might well create different categories and therefore sort the responses differently.

Forty teachers defined culture by listing elements of what makes up culture, such as "Culture is studying a people, customs, value systems, history, geography." We compared these "listing" type definitions with the definition of culture on which the foreign language standards are based (the philosophical perspectives, behavioral practices, and products of a society and the interrelationships of those elements). Five teachers listed items representing all three of the elements of culture in the standards–perspectives, products, and practices–but did not talk about interrelationships among the elements; 21 teachers mentioned items representing two of the three elements, and 14 teachers thought of culture as being comprised of topics related to just one of the elements. The most commonly represented of the elements was behavioral practices, followed by philosophical perspectives and products. This differs from the topics indicated as most commonly taught in the written survey, where tangible products led practices and perspectives. Several explanations for this difference are possible: (1) while teachers see practices and perspectives as important in defining culture, they find products easier to teach about, (2) the self-selected nature of the interview sample favors those who believe culture is important and should be taught about, or (3) those teaching about products used a different approach to defining culture.

Several other types of definitions were common. Thirty-nine teachers defined culture as a "Way of life." As one teacher said, "Culture is everything people do–eating, sleeping, our lifestyle." Thirty-two teachers used the Big C/little c conception to explain their conception of culture. Thirty teachers stressed differences or compare/contrast models in defining culture. Two examples illustrate these definitions:

> "Culture means the different habits of different people."
>
> "Anything that makes German-speaking countries different from the United States."

Eight teachers defined culture as the "heritage" of a people, while seven defined it as a people's lifestyle and history. Ten teachers defined culture as understanding a people:

> "Culture is the study of the people in a nutshell."
>
> "Culture is everything that makes a group unique–what they are."

Two teachers also focused on understanding a people but focused specifically on how a people think.

Ten teachers gave what we classified as language-based definitions of culture. For example, one teacher said, "Culture is everything that concerns a foreign language outside the technical learning of speaking a language."

Some of the more interesting definitions can be found among the seven teachers who defined culture as the "backdrop" or "milieu" in which a society operates. Two examples illustrate these definitions:

> "Culture is the milieu in which a people live–their language, arts, politics, religion, food–every aspect of life. Culture is affected by geography and shaped by history."
>
> "It's like if you were submerged in an ocean, all the water that touches you is culture. It feeds you and nourishes you."

Perhaps related to these definitions are the definitions of four teachers who said that culture is "everything."

A few individual teachers gave idiosyncratic answers. One teacher defined culture as geography, another as rules. Yet another teacher defined culture as individual, based on such factors as gender, religion, and ethnicity. One teacher said, "Culture is a journey toward communication." Another unique definition was given by a teacher who said, "Culture is the way society chooses to meet its needs. The secondary purpose is to provide cohesion in a society and to define who is not a member in a society."

Sixteen teachers gave answers so vague that we could not determine from them any substantive understanding of culture. For example, one teacher said, "I let the textbook organize culture." One teacher simply refused to answer the question.

We compared teachers with higher scores on the culture scale with those having lower scores on the culture scale and found almost no differences. The only notable difference was that teachers scoring higher on the scale were more likely to use the Big C/little c conception in their definitions. While we would have expected that teachers with higher scores might have moved beyond this conception, we may have been overestimating the pervasiveness of this now somewhat dated conception; perhaps those on the lower scale were not familiar with this conception, which was much written about several years ago.

Because the question asked teachers to think about what they want students to know about culture, many elaborated on their definitions by talking about what they thought it was important for students to know. The most common response here was teachers' desire for students to respect differences, to be tolerant of other cultures, to be open-minded; 32 teachers mentioned such goals. Five teachers commented that what they want students to know about culture is different at different levels, with virtually all saying that lower level students needed to learn about everyday life while higher level students could begin studying high culture. Seven teachers expressed discomfort answering the question, making such comments as "This is hard" or "Give me someone else's answer and I'll use it."

Teaching Practices

We asked teachers a rather involved question about their teaching practices. We first reminded them of the survey question about the place of culture study in their classroom and reminded them of the answer they had given; possible responses were:

- Each semester I teach two or three units that integrate culture learning with language acquisition.
- I incorporate culture-based lessons periodically when time is available.
- Every lesson I teach integrates culture learning with language acquisition.
- I integrate culture learning with language acquisition lessons at least once per week.

We then asked teachers if the answer was still accurate (a vast majority said it was) and, if not, which answer would be most appropriate. We then asked for an example of a lesson or unit that illustrates the answer they selected. We probed by asking what they expected students to learn from this lesson, what materials they used in the lesson, and what activities they involved students in.

Answers to this question confirm the results of the written survey that indicated that teachers use a wide variety of teaching materials and strategies in teaching about cultures. The materials and strategies described in answer to this question were many and varied.

To analyze the responses to this question, we developed a four-point scale that represented characteristics of instruction in line with the standards and effective teaching. One point was awarded for each of the following characteristics:

- Culture teaching was integrated with language teaching.
- Culture teaching provided for depth of understanding of the culture topic.
- Varied teaching materials were used (textbooks, worksheets, and videos were so commonly used that no credit was given for their use).
- Teaching strategies that required active student involvement were employed.

Table 7-2 shows the overall scores on the scale achieved by respondents, broken down by those with high and low scores on the culture scale. As the table shows, none of the respondents' described lessons that manifested all of these characteristics, and a rather small percentage manifested three of the characteristics. The most common number of characteristics shown was 1, with approximately half of the respondents' lessons falling in this category. Differences between high and low CS teachers were relatively minor, although teachers with higher scores on the CS scale were more likely to describe lessons with three of the characteristics instead of two.

Table 7-2

Scores on Scale Used to Analyze Culture Lessons Described by Teachers

Number of Points Awarded on Scale	All Respondents		Respondents with Higher CS Scores		Respondents with Lower CS Scores	
0	39	(20.4)	22	(19.8)	17	(21.3)
1	94	(49.2)	55	(49.5)	39	(48.7)
2	42	(22.0)	22	(19.8)	20	(25.0)
3	16	(8.4)	12	(10.8)	4	(5.0)
4	0	(0)	0	(0)	0	(0)

Table 7-3 shows the characteristics that were most likely to be manifested in teachers' descriptions of their lessons. As the table shows, varied teaching materials was the most commonly noted characteristic, closely followed by student involvement. Depth was the least common characteristic found in teachers' descriptions of their culture lessons; it should also be noted that depth and integration were virtually never found together in an individual teacher's lesson description. There are some differences between teachers with higher and lower scores on the culture scale, with higher scoring teachers more likely than their lower scoring counterparts to use varied teaching materials and to teach for depth of understanding but less likely to integrate culture teaching with language learning and to actively involve students in their culture learning.

Table 7-3

Characteristics Found in Teachers' Descriptions of Culture Lessons

Characteristic	All Respondents		Respondents with Higher CS Scores		Respondents with Lower CS Scores	
Integration of culture teaching with language instruction	36	(18.8)	19	(17.1)	17	(21.3)
Depth of understanding	17	(8.9)	13	(11.7)	4	(5.0)
Varied teaching materials	92	(48.2)	59	(53.2)	33	(41.3)
Student involvement	81	(42.4)	44	(39.6)	37	(46.3)

Because we did not ask teachers to describe a typical lesson, we feel somewhat hesitant to generalize further from their lesson descriptions. However, we believe that the lesson descriptions, combined with other data about the teachers, do provide unique insights into how teachers teach about culture and the constraints that they perceive on their practice. Thus, we have used the described teaching practices as the basis for a series of teacher profiles that place the findings of the study in context (see Chapter 8).

Needs

Materials

Respondents were asked whether they have adequate materials for teaching about culture. Half of the 184 teachers responding (92, 50.0 percent) responded that they do have adequate materials; many of these teachers expanded on their answer by saying that they have adequate materials only through their own efforts–not because of materials provided by the school or district. Ten mentioned travel to the culture as critical in obtaining materials, 9 mentioned the Internet, 6 student exchanges, and 3 being native speakers or having contact with other native speakers. Two teachers mentioned that materials for teaching about culture are much more readily available than when these teachers entered the profession. Of the remaining teachers, 86 (46.7 percent) said they do not have adequate materials and 6 answered both yes and no, clarifying by saying that they have enough materials but others in their department do not or that they have adequate materials of their own but the school does not. The answers of teachers in districts where teaching about culture is required did not vary noticeably from those of teachers in districts where teaching about culture is not required. However, teachers scoring higher on the culture scale were much more likely to say that they have adequate materials than those scoring lower on the scale (58.7 percent compared to 38.75 percent).

Teachers who said they did not have adequate materials were asked what kinds of materials they feel they need but have been unable to obtain. While teachers who said they had adequate materials were not asked this question, many volunteered information about types of materials they would like to have. The range of materials mentioned as needed was broad: videos (41 respondents), realia/authentic materials (21), Internet access (20), computers and software (18), current accurate material to replace outdated/stereotypical material schools currently have (13), adequate budget to buy materials (12), magazines (10), newspapers (9), maps (9), information about countries besides the "mother" countries, such as Francophone Africa and Latin America (8), audiotapes (8), CD-ROMs (8), books (especially children's books) from the culture (8), access to native speakers or a speakers bureau (7), better textbooks (6), pictures (5), hands-on materials (4), multimedia materials (4), art reproductions on slides (3), other visual aids (3), TV shows from the culture (3), posters (3), flags (2), games (2), materials that go into depth (2), materials teaching slang (2), phone books (2), prepared lessons on culture (2), prepared history lessons (2), workbooks (2), CD player (2), TV set (2), food/bread (2), material on holidays (2), arts and crafts materials (1), materials to improve pronunciation (1), catalogs/brochures from the culture (1), calligraphy materials (1), travel guides (1), play money (1), demographic information (1), and materials on business etiquette (1).

Teachers were asked how they obtain materials for teaching about culture. The two most common responses reflect the importance of teachers' own effort in locating materials. More than three-fourths of the 188 teachers answering this question (148, 78.7 percent) obtain materials while they are traveling in the culture, and two-thirds (126, 67.0 percent) purchase materials using their own funds. Nearly half (86, 45.7 percent) obtain materials by making a request through the foreign language department, more than one-third (66, 35.1 percent) obtain free materials through conferences and other sources, and about one-fourth (44, 23.4 percent) request materials through the school library/media center. Other responses given by teachers included getting materials from the Internet (25), through colleagues (12), from friends traveling in the culture (8), through fund-raisers (7), from the Goethe Institute (6), from native speakers in the community (5), through grants (5), from the public library or a college library (5), student exchanges (4) or students who travel with their families (4), by taping programs from television (4), from friends (4) or family (4) living in the culture, from consulates (4), from local colleges (3), as gifts from foreign visitors (3), from local resources such as ethnic restaurants

(2), from the Italian Cultural Association (1), sister schools (1), GAPP program (1), Amity scholar (1), at workshops (1), at Epcot Center (1), from the Presidio (1).

Interviewees were asked the main reason they use the materials they currently use. The most important criterion among the 186 teachers answering the question was authenticity (118 respondents, 63.4 percent); other common responses were availability (49, 41.5%), high quality (42, 22.6 percent), ease of use (35, 18.8 percent), interest for students (33, 17.7 percent), familiarity 26, 14.0 percent), capability of being used in a short period of time (23, 12.4 percent), cost effectiveness (20, 10.8 percent), and fit with the curriculum or the teacher's purpose (16, 8.6 percent). Less commonly given responses were makes language real/understandable (10), current (9), appropriate reading level (9), motivational (7), broadens students' horizons (7), activity-based (6), accurate (6), relevance to students' lives (5), whatever comes with the textbook (4), high-tech (3), focus on one topic (3), visually stimulating (3), variety (3), challenging (2), they work (2), I like them (2), pragmatic/practical (2), parental approval (1), reinforce proper speaking (1), integrated with language learning (1), contain projects for substitute teachers (1), accommodate different learning styles (1), unusual (1), historical (1), fun (1), contain stories (1), durable (1), and memorable (1).

In reviewing all of the answers about materials, several "themes" emerged. In a number of instances, teachers of other languages expressed resentment about the resources available to Spanish teachers. Because enrollments in Spanish are higher, more resources are available to Spanish teachers, a situation that other foreign language teachers feel is unfair. Many of the teachers stressed both the personal effort and money they invest in obtaining materials for teaching about culture. While some said they were willing to do so because of the importance of teaching about culture, others expressed growing resentment about this investment–some to the point where they will no longer spend their own money for materials or professional development. While some teachers volunteered that their schools had adequate budgets to purchase materials, more experience budget shortages. In schools where materials budgets must go to pay for paper for the photocopier, little remains for the kinds of materials teachers would like to share with their students.

Local Support Mechanisms

Interviewees were asked whether their school or district has mechanisms in place to help the teachers of their foreign language share strategies and materials for teaching about culture. Slightly less than half (88, 46.8 percent) said yes, while 100 (53.2 percent) said no. Teachers in districts where teaching about culture is required were more likely to say such mechanisms exist than teachers in districts without such a requirement (50.5 percent compared to 41.8 percent).Teachers with higher scores on the culture scale were also more likely to say such mechanisms exist than teachers with lower scores (56.8 percent compared to 32.5 percent).

When asked what kinds of activities the district provides to teachers of their foreign language, the most common responses were regular meetings (65) and periodic workshops (26). Other service mentioned were a listserve or website (9), newsletter (3), time for curriculum writing (3), common planning time (3), materials sharing (2), grants (1), money to go to conferences (1), access to a Fulbright (1), the textbook adoption process (1), training in standard grading methods (1), the world curriculum council (1), and opportunities to observe other teachers in their classrooms (1).

Teachers found time to talk with other teachers to be the most effective aspect of their district's support (53 respondents), followed by information on district requirements and activities (14), information on district resources (12), money for materials or staff development (8), dissemination of academic information (3), workshops (2), freedom to teach as you wish (2), freedom to experiment (1), curriculum writing (1), training in how to use the Internet (1), training on criterion reference testing (1), time to be gone from the classroom (1), and the freedom to take students out of class (1). Eight teachers said nothing about their district's support was effective.

Teachers who reported that their schools or districts have a support mechanism were asked how they would change their district's support system so it better meets their needs in teaching about culture. The answers from these 88 teachers were widely varied. Six said they were happy with the support system as it existed and three said they didn't know how they would improve the support system. Other answers reflected an array of concerns, from the desire for more planning time (7 teachers) and the lack of support for languages other than Spanish (4 teachers) to perceived needs for help in building enrollments (4 teachers), for trust (1 teacher), and for block scheduling (1 teacher).

The most common response was the need for more staff development, which was cited by 13 teachers who described such possibilities as summer seminars, computer training, workshops, and support to attend conferences. Six additional teachers wished that their district would make an effort to engage expert presenters, including scholars and native speakers, to work with them on culture-related topics. Seven teachers called for more support for exchange programs for teachers and students, including seeking Fulbrights, supporting fund-raisers, and generally acknowledging that such activities are professional endeavors. Two teachers wished districts would draw on the expertise of their staffs in educating other teachers. Two other teachers called for broadening inservice days to include other nearby districts, thus enriching the exchange among teachers.

A number of teachers also talked about the need for districts to set aside time for teachers to work together. Eleven teachers specifically asked for more opportunities to share with colleagues, accompanied by district recognition that unstructured time for collegial exchange is productive. Seven teachers thought that departments' getting together more often would be beneficial. One teacher responded, "We need time to do quality departmental meetings in which we can share ideas and materials and really interact. Also, we need time to get together with the social studies department so we could do some team teaching." Another teacher responded, "We need a release day for teachers to coordinate. It's too hard to do in an after-school meeting that some people will miss." Of course, one teacher also complained that her district had too many meetings.

A number of respondents also talked about the need for more general support from administration. One teacher said, "We need a chance to have more meetings with administration. Communication could be better. Most administrators have not taken a foreign language before and don't understand the need to do so." Two teachers specifically said that central office personnel need to get into the schools more, while four said they need central office coordinators in place who are supportive. Eight teachers felt that the most needed improvement was administrators who gave proactive support for foreign language and culture learning in the community.

Four teachers felt the district should be more systematic about what should be covered with respect to culture; two others made a related request for more consistency. In contrast, two teachers felt more freedom to pursue one's interests without top-down pressure would be desirable. Three teachers want more support for interdisciplinary work, and one wants more support for cross-age teaching.

Other responses related to materials and money. Four teachers simply felt a better budget would be the best improvement; five specifically mentioned more budget for materials. Three teachers thought districts should provide a catalog or list of materials for teaching about culture. Six teachers thought better Internet access would be the best improvement to the district's support. Three teachers requested greater support for field trips, both monetarily and in terms of smoothing the way with teachers whose classes are missed when students leave the building.

State Professional Organizations

A vast majority of the respondents (162, 84.8 percent) belong to a state professional organization; a district requirement to teach about culture did not affect the rate of affiliation with state organizations. A high CS score was indicative of greater likelihood that the teacher belonged to a state organization (91.0 percent compared to 76.3 percent). Teachers were aware of a range of services provided by these organizations, including conferences (135 respondents), newsletters (98), meetings or workshops (67), resource lists (33), listserve or website (27), networking (5), contests (4), grants (3), consultants (1), authors to make classroom visits (1), connections to local resources (1), lobbying (1), video sessions (1), video loans (1), language camp for students (1), pen pals (1), and a network of trainers (1). Two respondents said their state organizations provided no services.

When asked how helpful they found the state organization in enhancing teaching about culture, 65 (41.9 percent) said they found it very helpful, 66 (42.6 percent) moderately helpful, and 24 (15.5 percent) not helpful. There were no differences between teachers with and without district mandates to teach about culture. A number of respondents mentioned that the level of involvement dictates usefulness. Several pointed out that teachers of particular foreign languages may not be well served by general organizations for foreign language teachers; the associations for specific languages are more helpful.

Staff Development

Respondents were asked to describe a recent staff development program they found particularly useful. The largest number of teachers (69) responded that they had not recently attended a useful staff development program. These responses were often accompanied by such negative comments as "Our district's staff development programs are a total waste of time" (5 teachers), "Mickey Mouse," or "Nothing related to foreign language is offered in our district." Several teachers simply laughed in response to the question. Another responded, "In 26 years of teaching not one day of training on culture has been offered." Said another, "I'm a 20-year veteran teacher; if I don't know some of these things by now, I'm not going to know them."

Of the teachers who could describe a recent and useful staff development program (some identified more than one), 37 mentioned programs from such sources as the Goethe Institute, SSEC, or for-profit training operations; 27 mentioned state, regional, or national conventions of foreign language teachers' associations; 20 mentioned programs provided by their districts; 15 mentioned teacher-to-teacher idea exchanges; 11 mentioned programs or classes offered by universities; 10 described study tours or student exchanges; 4 mentioned programs sponsored by the state department of education; 3 mentioned e-mail groups; 1 mentioned the National Board of Professional Teaching Standards certification process as a staff development experience; and 1 mentioned independent study.

The topics of these programs were widely varying. The most commonly mentioned topic was the use of the Internet or other computer-based resources, which 15 teachers cited. Other topics mentioned by two or more respondents were the foreign language standards (6), strategies for teaching about culture (6), music (5), block scheduling and foreign language teaching (4), total physical response storytelling (3), the Holocaust (3), multicultural education (3), games from other cultures (3), teaching with themes (2), cooperative learning in foreign language instruction (2), articulation with colleges (2), assessing culture learning (2), storytelling (2), teaching AP foreign language (2), using a digital camera (2), and student-centered instruction (2).

Topics mentioned by only one teacher ranged from brain research and the implications for language learning to the Middle Ages in Germany, dance, writers as witness to their times, geography, NAFTA, and making quick-time movies.

Respondents were asked to assess how helpful various kinds of sessions would be in enhancing their teaching about culture. All were regarded as helpful, but to varying degrees, as shown in Table 7-4. Clearly, time to talk to other teachers was the most popular option. In answering the question, many teachers said such things as "The best" or "There's never enough time to do this."

Teachers were asked if they would be more likely to attend a workshop focused on a specific culture or on culture as a broad concept. As the results in Table 7-5 indicate, teachers strongly favored a workshop on a specific culture; indeed, some of those selecting "culture as a broad concept" made remarks that suggested that they did not truly understand this question (e.g., "I'd rather go to a broad workshop, one focusing on all the German-speaking cultures"), so the preference for culture-specific workshops may be even stronger.

Teachers were then asked about how likely they would be to attend staff development programs in various formats. Answers are provided in Table 7-6; answers did not vary noticeably among teachers facing district mandates and those not facing such mandates. Teachers with lower scores on the culture scale, however, were less enthusiastic about virtually every one of the options, as shown in Table 7-7.

Table 7-4

Assessment of Helpfulness of Various Kinds of Staff Development Sessions

	All Respondents		**Teachers in Districts with Culture Requirements**		**Teachers in Districts with No Culture Requirements**		**Teachers with Higher CS Scores**		**Teachers with Lower CS Scores**	
Expert presenters on culture	N=190									
Very	134	(70.5%)	83	(75.5%)	51	(63.8%)	83	(75.5%)	51	(63.8%)
Moderately	45	(23.7)	23	(20.9%)	22	(27.5%)	21	(19.1%)	24	(30.0%)
Not	11	(5.8)	4	(3.6%)	7	(8.7%)	6	(5.4%)	5	(6.2%)
Expert presenters on pedagogy	N=191									
Very	90	(47.1%)	57	(51.4%)	33	(41.2%)	58	(52.3%)	32	(40.0%)
Moderately	79	(41.4%)	38	(34.2%)	41	(51.3%)	43	(38.7%)	36	(45.0%)
Not	22	(11.5%)	16	(14.4%)	6	(7.5%)	10	(9.0%)	12	(15.0%)
Time to talk to other teachers	N=187									
Very	148	(79.1%)	89	(83.2%)	59	(73.8%)	91	(84.3%)	57	(72.2%)
Moderately	36	(19.3%)	17	(15.9%)	19	(23.7%)	17	(15.7%)	19	(24.1%)
Not	3	(1.6%)	1	(0.9%)	2	(2.5%)	0	(0.0%)	3	(3.8%)

Table 7-5

Preference for Staff Development with Various Focuses

	All Respondents N=123	**Teachers in Districts with Culture Requirements**	**Teachers in Districts with No Culture Requirements**	**Teachers with Higher CS Scores**	**Teachers with Lower CS Scores**
Focused on a specific culture	82 (66.7%)	59 (73.7%)	23 (53.5%)	47 (67.1%)	35 (66.0%)
Focused on culture as a broad concept	21 (17.1%)	12 (15.0%)	9 (20.9%)	11 (15.7%)	10 (18.9%)
Both	19 (15.4%)	9 (11.3%)	10 (23.3%)	12 (17.2%)	7 (13.2%)
Depends	1 (0.8%)	0 (0%)	1 (2.3%)	0 (0.0%)	1 (1.9%)

Table 7-6

Likely Attendance at Staff Development Programs in Varying Formats

	Very Likely	**Somewhat Likely**	**Unlikely**	**Comments**
After-school workshop (N=189)	69 (36.5%)	95 (50.3%)	25 (13.2%)	Content (10), time (2), cost (1), fatigue (1), location (3), conflicts with coaching (2), distance (5), no depth (1)
One-day workshop with release time (N=189)	154 (81.5%)	25 (13.2%)	10 (5.3%)	Need packets for the subs so no preparation is needed to leave (1), subs are not available (3), money is not available (3), don't like to leave students (4)
One-week summer institute (N-187)	89 (47.6%)	68 (36.4%)	30 (16.0%)	Burnout (1), already done (1), money (13), family (3), teach summer school (1), location (3), need for credit (2), timing vis-a-vis other summer activities (6), content (2)
Monthly meetings with teachers of same language (N=184)	93 (50.6%)	47 (25.5%)	44 (23.9%)	No teachers to meet with (4), others not willing (2), logistics (1), too many meetings already (2), distance (8), tried and it didn't work (3)
Less frequent meetings with teachers of same language (N=44; only asked to those responding unlikely above)	28 (63.6%)	44 (22.6%)	6 (12.9%)	
Study tour in the culture (N=186)	128 (68.8%)	36 (19.4%)	22 (11.8%)	Not with a group of teachers (1), time (9), money (20), family issues (5), already done (5), rather do exchange with students (2)

Table 7-7

Likely Attendance at Staff Development Programs in Varying Formats by Respondents' Scores on the Culture Scale

	Teachers High on CS			**Teachers Low on CS**		
	Very Likely	**Somewhat Likely**	**Unlikely**	**Very Likely**	**Somewhat Likely**	**Unlikely**
After-school workshop	43 (39.4%)	57 (52.3%)	9 (8.3%)	26 (32.5%)	38 (47.5%)	16 (20.0%)
One-day workshop with release time	91 (83.5%)	15 (13.8%)	3 (2.7%)	63 (78.8%)	10 (12.5%)	7 (8.7%)
One-week summer institute	53 (49.5%)	42 (39.3%)	12 (11.2%)	36 (45.0%)	26 (32.5%)	18 (22.5%)
Monthly meetings with teachers of same language	59 (53.2%)	29 (26.1%)	23 (20.7%)	34 (46.6%)	18 (24.6%)	21 (28.8%)
Study tour in the culture	78 (72.9%)	20 (18.7%)	9 (8.4%)	50 (63.3%)	16 (20.2)	13 (16.5%)

Chapter 8. Teacher Profiles

The profiles that follow were selected from the interview sample to represent approaches, issues, or problems that we felt would be of interest to many readers. The profiles provide a more holistic view of a few teachers' practice. The first five teachers profiled were selected because, in the researchers' view, their courses exemplify efforts to teach about culture in some depth. The remaining seven teachers illustrate factors that influence what and how teachers teach about culture. These factors include personal factors, factors related to the contexts in which teachers work, and combinations of the two. While each of these teachers is unique, each also represents concerns that are shared by other teachers.

Profiles of High Quality Teaching About Culture

Denise

Denise, a fifth-year teacher with a major in history, teaches French language in an affluent suburban community in the upper Midwest. She considers herself privileged to teach in a community that places a high value on education. The French program in her high school of 700 students benefits from a wealth of resources for the classroom and travel experiences for students. If she could not teach in this particular school, Denise says she probably would not teach at all. In preparation for career alternatives, she is currently enrolled in a French translation program.

Denise uses the "big C/little c" paradigm to explain her approach to teaching culture. As with most other respondents who use this definitional frame of reference for thinking about how to integrate culture, she defends her decision to spend more time on the "little c" because that is what students are interested in. However, the content focus that she provides for teaching popular culture is quite different from that used by most of the teachers interviewed.

Denise finds that textbooks, particularly at the lower levels, are "necessarily artificial and, therefore, somewhat confining in addressing culture." In selecting cultural content to enhance her course of study, she feels that it is important to design units about issues in which students are interested. Her goal is to get students to talk more, and she believes students will talk if they are interested in the topic.

The units that she has developed for Levels 4 and 5 illustrate an approach to "little c" that is clearly not the superficial exploration of popular culture that some teachers provide, thinking that they need to keep the content light to keep the students engaged. Denise describes her goal for upper level students as "balancing the image of France as Monet, crepes, and cheese with more realistic images." She tells her upper level students that the class will provide a cultural content for exploring current issues that are on the minds of the French–something of a departure from the positive images that dominated their learning in Levels 1-3.

In these courses, she blends a chronological and thematic approach to the 19th and 20 centuries. In level 4, students first consider the challenges of childhood by reading *The Little Prince* and *The Red Balloon*. Study of Paris features the city as a cultural center with attention to prominent writers and thinkers. Within this unit, the students look at the work of the poet Rimbaud as one who inspired Jim Morrison's music. She finds that her students think it's pretty cool to look at the roots of music they like as part of the study of 19th-century France. The culmination of the unit is a trip to the Art Institute in Chicago, where a French-speaking guide tours them through the impressionists.

In Level 5 the focus is on 20th-century France, with one of the major themes being tolerance and intolerance. Students study the Dreyfus Affair and learn that the French are inclined to hold their feelings close. They also address the myth (stereotype) that the French are rude. She has designed a unit in which students compare two translations of *The Stranger*. By comparing the opening page of a recent and first translation, she sparks a discussion about existentialism that is reflected in the original but not the newer version. A third unit in this course looks at themes of immigration and decolonization. She wants her students to understand that assimilation of immigrants into French society is much more difficult than it was 20 years ago. In describing her program, she draws quotes from Mitterand–"Arabs can not expect to come here and reinvent their world"–and relates the French concern about preserving the big C culture to the rise of the National Front. This unit on immigration ends with viewing of *La Haine* (Hate)–a film based on a real-life incident with the camera following three kids (black, Arab, white) after they participate in a riot. She says her goal is to take the middle ground in helping her students consider some of the social challenges that France is currently facing. This unit has added meaning for her students, who participate in an exchange that she has organized to a suburb of France, where they experience openly anti-Arab comments that seem racist to them (e.g., Do not take trains through Arab suburbs.) Using data from these visits, she observes that her students see themselves as more open minded–perhaps without recognizing their own privilege.

Denise enjoys support from her community in taking this in-depth approach to culture. To do so, she relies on her contacts in France for resources and perspectives that influence the content of her courses. Her affluent school district provides whatever teaching materials are needed as well as encouragement for collegial sharing. "This is a school district where people share–within the department as well as vertically. They are now starting an elementary foreign language curriculum." Many of her teaching resources are sent to her by contacts in France. "I have people that I call for specific information as well as to get things from book stores. I keep up on what is going on in France by reading and by watching the French news most days."

With a colleague, she has been working to create standards and benchmarks for the past two years. In their model, the cultural connection is a separate standard guiding them in selection of content throughout the program. "We have put a lot of thought into what students should know and be able to do, with one example being where to place narrative for using present and past tense." She reports that her focus on popular culture and public issues has not limited student ability to do well on standardized tests. "In levels 4 and 5, I spend little time on grammar–Kids don't like it. I spend time on something like transitive verbs, for example, when it's relevant."

In describing her practice, Denise makes a case that successful foreign language teachers need a broad liberal arts background. "Teachers need to know something to teach foreign language. Elementary teachers think they teach everything but a French teacher must know a lot about all fields and know it in depth."

Anna

Anna has been teaching for 24 years; her current assignment includes French 1 and Spanish 1, 4, 5, and 6, with the upper levels accorded college credit through an arrangement with the state university. Anna has a B.A. in French and an M.S. in English as a Second Language; she is currently working on her doctorate in curriculum and instruction. Anna is active in several professional organizations and has participated in a broad array of staff development activities; she also presents inservice workshops on the state standards for other districts.

The rural junior/senior high school in which Anna teaches has between 500 and 1000 students from low and middle income families. While the school is only somewhat diverse in terms of ethnicity and culture, Anna sees clear divisions among the students based on socioeconomic status. Anna's school is located in the Middle Atlantic states.

Anna defines culture as "the sum total of man's being." She describes various models for conceptualizing culture (3 Cs, pyramid, iceberg) and points out that culture is "everything, everything that's hidden; nothing is unconnected to culture." The topics she emphasizes in teaching about culture vary somewhat according to the level of class. Cultural practices or patterns and cultural perspectives are important at all levels; with beginning students, she also stresses tangible products, while with more advanced students, she delves into relationships among cultural perspectives, practices, and products. Important skill and attitude outcomes are developing students' ability to reflect on their own culture through study of the target culture, apply a conceptual framework for understanding culture generally, and develop and use the skills needed to solve cross-cultural dilemmas.

Anna reports that every lesson she teaches integrates culture learning with language acquisition, a response that reflects one of her rationales for including culture in the classroom: "Culture is woven into the language of those who live in the culture, and thus understanding culture is vital to language learning." She also notes that inclusion of culture in her state's standards is an important reason for including culture in her teaching. Culture learning only accounts for 1 to 10 percent of her grades, however.

When asked to give an example of how she teaches about culture, Anna describes a unit she developed for her advanced Spanish students. The focus is health. Anna gathers an array of materials for students to use to prepare for doctor/patient dialogues; these materials include brochures in Spanish on health issues, current magazines in Spanish, materials from the Internet, Spanish-language newspapers, junk mail in Spanish, and readings from literature books, as well as the textbook. In the dialogues, students discuss various diseases and medical issues (including controversial issues like AIDS and abortion) and alternative ways of treating health problems in different cultures (including with Western medicine and traditional remedies). To culminate the unit, Anna invites a woman who is from a bicultural Hispanic family (a Colombian/ Puerto Rican couple) and is knowledgeable about traditional medicine to answer students' questions. Through the unit, Anna wants students to acquire vocabulary and knowledge useful if they travel to Mexico later in life, as well as insight into how medical issues play out in different cultures–the American way of treating illness and the body is not the only way. She also hopes students will improve their ability to consider issues and speak their own opinions logically.

Anna reports that she uses highly varied strategies and materials in teaching about culture. However, her array of materials has been collected through her own efforts and with her own money. The school provides texts but no additional materials for teaching culture. She subscribes to magazines, checks the Internet on her own time, and keeps in contact with friends in Spanish-speaking countries as a means of getting materials. She also tapes programs from PBS and shares materials with teachers in other school districts. When teachers she knows are traveling, she asks them to pick up free materials for her. The school library is of little help: "It has three Internet terminals, and some garbage magazines. If the librarian cannot find what you want on the jobber list, she can't get it for you." Anna works hard to provide students with contact with native speakers; because they live an hour from any sizable community, says Anna, "it's not easy to get to Spanish or French culture."

The district also provides little help in the way of staff development: "Our district doesn't believe in staff development. You do it yourself. The four teachers in our department work as a team, sharing ideas and materials on our own time. The only district inservice we've had recently was a wasted day talking about standards that we already know about." Anna is, however, very active in professional organizations, having recently served on the board of the state's language teachers association. She finds their services to be very helpful.

Anna is also interested in staff development; she would find expert presenters on culture-specific content very helpful and, unlike most of the teachers we talked to, is as interested in culture as a broad concept as in information on particular cultures. She would find time to talk to other teachers extremely helpful: "Professional networking and interchanging of ideas is prime. Everyone has something to learn from somebody else. Everyone has different experiences that add a tremendous amount." Sessions on pedagogy would be only moderately helpful, as she regards herself as an expert in this area.

Because Anna is currently working on her Ph.D., she does not have time to attend after-school workshops. However, she would be very likely to attend a one-day workshop, a one-week summer institute, or a study tour if financial support is provided; otherwise, she can't afford the more intensive programs. Her travel experience (three weeks in a French-speaking culture) has resulted from taking students abroad. She worries about staying current: "If schools want quality teaching, they have to provide a mechanism to keep teachers current every five or six years." Coming up with the money to travel out of pocket is "problematical."

When asked for any closing comments, Anna mentions the problem of connecting theory and practice, something no other teacher talks about. She says:

> Teachers need to look more carefully at the theoretical and how to put it into practice. Theory would be a tremendous addition to practice; we need to have reflective thinking on what culture is. General pieces make you review your own idea of culture. Teachers of multi-languages give you the benefit of many cultures and languages. Real contact with real people is essential to teaching about a specific culture, too. Internet communication will prove essential because it is connecting students with people in the culture, so it is real.

Serena

Serena teaches French in a large suburban high school in the Midwest. She reports that her students are somewhat diverse ethnically and culturally and that most come from middle income families. Three languages are taught at the school, none at the AP level. Serena has 20 years' teaching experience and has spent five years in a French-speaking culture. She has worked as a translator for American Embassies in France, Mexico, and other locations. When she travels, she aims to visit a different city or region each time. Serena has an advanced degree in educational leadership, in addition to her B.S. in French and Spanish. She has attended several educational conferences in the past two years and is active in several professional organizations.

When asked to define culture, Serena does not provide a definition, but instead responds by talking about how she wants students to gain an appreciation of culture, to be able to make comparisons of cultures, to learn about some French-speaking area in depth, and to have a historical perspective. These comments are in line with answers from her written survey, where she indicated that the topics she stresses are geography and environment, history, and cultural practices or patterns of social interactions–somewhat different choices than the majority of foreign language teachers. The skill and attitude outcomes important to her are to learn to reflect on one's own culture through study of the target culture, to recognize the role their own cultural values play in shaping attitudes towards other countries, and to appreciate similarities and differences between their own and the target culture.

Serena indicates that every lesson she teaches integrates culture learning with language acquisition; some lessons may be as simple as teaching students how to use their hands to express doubt, disgust, and approval. Others may be ongoing; for example, the study of the provinces is a yearlong project in which students become experts on one of the regions. As an example of a lesson developed specifically to focus on culture, Serena describes one using media and newspaper, important sources to her. She shows the film *Rainman* (in English) to the class. Working with a social studies teacher, she has students dig into what happens socially for a person with disabilities in the United States. In French class, they make a list of descriptors of the main characters in French. She then shows *The Eighth Day*, a French film about a similar character. Students delve into how the disabled person is treated in France and the services offered, making comparisons between the two cultural approaches. Generally, the students conclude that more services are available here but that in France people are treated better on a day-to-day basis. They then look at what might account for the differences. According to Serena, "This can get pretty abstract–we look at the basics in the Founding period. How the U.S. was founded for freedom–economic and religious–while the French history had to do with placing emphasis on the individual. We look at materialism and the 'me' orientation versus the French investment in character and personality."

Discussions, debates, presentations, and writing with extensive peer editing are common teaching strategies in Serena's classroom. She uses a range of assessment strategies as well, giving culture learning 21-30 percent of the weight in determining grades. While she uses a wide array of teaching materials, newspapers and magazines are among the most important materials to her. She subscribes to a French newspaper, the magazine *Paris Match*, and a U.S. magazine called *France Today*. She also uses current materials from the Internet. She does not feel her materials for teaching about culture are adequate:

> We need more multimedia. It's there–we just don't have the money. The budget for the department is $600 and this must cover toner for the copy machine as well as computer upgrades and resources. I spend $2000 from my own pocket–and that's not unusual. Culture evolves. You can get a historical perspective from texts (ours are 15 to 18 years old) but you can't understand the culture.

Serena obtains materials in virtually any way she can: through the foreign language department and media center, free materials gathered at conferences, materials purchased on her own–either in the United States or while traveling–and from friends in Europe. The most important criteria in selecting materials are authenticity and quality. She cautions that some authentic materials require parental approval–they contain biases that must be pointed out.

In terms of staff development, Serena uses a phrase heard often from teachers: "We're on our own." Staff development is not a priority in the district, which provides no mechanisms for helping foreign language teachers share strategies and materials. In addition, recent changes at the state level have resulted in loss of funding and students for foreign language programs, as well as the loss of the state foreign language coordinator.

Serena would find all of the components of staff development we asked about–expert presenters on content, expert presenters on pedagogy, and time to talk to other teachers–very helpful. She would also be very likely to attend all the staff development formats we asked about but believes that travel in the country where the language is spoken is the best staff development.

When asked if she had any final comments, Serena makes two points that are important to her:

> Our kids are not as dumb as we think. We need to challenge them. If we don't take things seriously, they won't either.
>
> I would like to work more closely with social studies and language arts. I would like to enhance what we do, particularly with Spanish. There are so many Spanish-speaking cultures. I would like to see us use literature from a culture in English for literature and the foreign language students could read it in the original language and be a resource in the English classes. That's just one example–there is so much we could do.

Edward

Edward teaches French and German at a large suburban high school in the Midwest. The school's middle and upper income population is somewhat diverse. The three languages taught at the school are all taught at the AP level. Edward, who holds a BA in German and French, has taught for 26 years. He is active in several professional organizations and has attended a variety of staff development activities in the past two years. He assesses himself as being very familiar with the state and national standards. He has traveled in both French- and German-speaking countries, but did not indicate how long he had spent in such cultures.

While Edward's district does not require study of culture in the foreign language curriculum, culture is important to the faculty at his school. He begins his interview by pointing out that when their department did "standards sketching," they started by writing "Culture" in big red letters and then doing their mapping on top of the red letters as a way of not forgetting culture.

Edward's definition of culture is indirect:

> Culture is learning enough so that you can step back and see that you are part of one–that something you think is basic and unconscious may appear differently to others. The further we move away from our culture, things change. We look at why people do things differently–simple things that emerge from the lesson. Germans go shopping more often. Why? (We do point out that they have refrigerators.)

Edward reports that he uses every opportunity to integrate culture in his curriculum. He wants his students to become "attuned and curious"–to reflect on their own culture and cultural values and to develop and use the skills needed to solve cross-cultural dilemmas. The topics he most often stresses are geography and environment, cultural practices or patterns of social interaction, and cultural perspectives. He does not assess culture learning.

Edward described a unit that he developed as a pilot for the state standards project, which takes about six weeks in German 4.

> The unit is on east-west relations in Germany and uses films. Students also study the "auslaender" people who have lived in Germany for generations but are not considered German–they are not seen as part of the society. Students read articles and films and look at issues from the viewpoints of the various people involved. What would it be like for your city to have an 800-year celebration and to present their history so as to exclude you? In terms of activities, the students were asked to keep a diary or another first-person account of participation in activities. I initially thought I would ask them to simulate and produce a documentary video, but we didn't have time for that. I ask students to do a lot of reflection. We shift to English for the "Why are we doing this?" part of the lesson.

Edward feels that there is a "Star Trek" factor in dealing with difficult cultural issues; that is, students feel safer talking about issues of race and power in another culture than in their own. Thus, he hopes that discussion of these issues in Germany helps students consider their own society's approach, although he rarely brings the issues "home" directly.

Edward uses materials from magazines and TV from the culture. He relies on friends in the culture for current materials, although he "tries not to ask for too much too often so that people will send lots" when he does ask. He also uses films from the culture. One of the best films for getting students to think about culture that he has seen is the French film *Chocolat*, in which an African American goes to Africa to find his roots and discovers that he has nothing in common with the people he meets. Edward thinks that the text materials they are using (Holt Rinehart) are pretty good in terms of culture. Instead of the "culture corner" approach, these texts take a situation in a teen's life and ask students to compare their own life with that of a German teen. For example, students might write out a morning's activities in German and then compare their list with that of a German teen.

Overall, Edward is happy with the materials available but says he would be in trouble if "they took away the Xerox." He uses the Internet but finds there is almost too much there. Posing questions on a listserve has allowed him to gather information from "average" Germans, which was very useful in developing the East-West unit. He also thinks that it is important for students to search out their own materials, so he has them do culture topic reports. Some of his students have obtained authentic materials from German auto companies as an example.

In terms of staff development, Edward remembers only one day in 26 years devoted specifically to culture:

> It was very good. Two local presenters gave hands-on ways of helping students develop insights into culture without telling them that this is what the insight is. It was for college and high school teachers as part of an articulation project.

He also lauds the state university's outreach center, which does great workshops on culture. He would find all of the components of a staff development program about which we asked–expert presenters on content, expert presenters on pedagogy, and time to talk to other teachers–very helpful. He would be very likely to attend all of the staff development formats except an after-school workshop, which he would be only somewhat likely to attend.

Tina

Tina teaches Russian and French in a medium-sized, highly regarded suburban school in the Northeast. Her students, who come from middle and upper income families, are very diverse ethnically and culturally. Five languages are taught at the school, three at the AP level. Tina holds an MAT in education and a B.A. in Slavic language and literature. She has been teaching for 30 years and is retiring soon. She has been very active in professional organizations, including working on the national standards. She has traveled to Russia seven times. Her district does not require teaching about culture in foreign language and does not actively encourage networking among foreign language teachers to improve culture teaching.

Tina defines culture in terms of the Big C/little c concept, adding cultural linguistics as a factor. She also describes culture as "the sense that people make of a group." She wants students to compare the cultural products and perspectives of a culture with their own and to understand how language reflects culture. Interestingly, she differentiates the cultural topics she stresses and the weight she gives to culture learning in assessment by both level and language. For example, she stresses geography and environment and tangible products in Russian 1, where she gives little weight (1-10 percent) to culture learning in her assessment; in Russian 4, she stresses expressive products and gives considerable weight (more than 30 percent) to culture learning; in French, she stresses expressive products, cultural perspectives, and relationships among cultural perspectives, practices, and products and accords culture learning 11-20 percent of the weight in assigning grades. She uses writing assessments and performance tasks to assess culture learning.

When asked to describe a culture lesson, she first discussed her geography unit, in which she teaches language using vocabulary related to geography. Students are learning where things are. She also discusses why the Russians place so much historical importance on geography–the importance of warm water ports, why cities have at least two names. She also distinguishes the two words for Russian–one denotes ethnicity, one a political entity. Students have inquired as to how this is similar to multiculturalism in this country, and the class pursues that topic.

Another unit she described was one she taught with French exchange students on the question: "What makes a good high school?" Students read articles on top schools in France and compared these with the qualities of their own school that have resulted in its winning national recognition. The one commonality they came up with was good teachers.

Tina has lots of ideas for other units that she has not developed: "A great Russian unit could be on the generation gap that has come with the economic and political changes. I have some good material, but it's too hard for my kids. For French, it would be good to look at immigration–at the African presence in France now and the change that is bringing to French culture, the world beat in music."

Tina personally has lots of materials: "I go after them and enjoy doing so. They don't come packaged." She stresses high quality and authenticity and has found traveling in the culture, National Endowment for the Humanities summer institutes, and the Internet to be the best sources of materials.

Tina is concerned about teachers who pass on misinformation and stereotypes but think they are teaching about culture. She also sees such stereotypes in texts. Unfortunately, she believes that most teachers will not choose to learn about culture:

> Teachers think they are doing culture. They are so imbedded in what they do–they would need to be forced to change. We should force people to go to conferences that would show good ways to teach culture. When given the choice, they often pick classroom management.

Perhaps reflecting her views on what other teachers are presenting with respect to culture, Tina would be most interested in expert presenters on culture-related content, moderately interested in presenters on pedagogy, and not interested in time to talk to other teachers. Similarly, she is unlikely to attend a study group with other teachers but very likely to attend a one-day workshop, summer institute, or study tour. As examples of useful staff development programs on culture, she cited two workshops from an ACTFL conference, one using a Russian song about Chechnya and one on Franco-centrism.

Tina cites the emphasis on preparing for the AP exams and college entrance tests as an impediment to teaching about culture:

> The necessity to prepare for the grammar-specific sections of the AP language exam interferes, other than explaining to students that it is a big part of the French perspective on culture to insist on absolute control of the subjunctive...I'm always torn, because it's more appealing to teach French African poetry, but then the AP grades are awful. I compromise by using Voltaire quotes to test relative pronouns, but I would prefer to use them to teach Voltaire.

Profiles Illustrating Factors that Affect Culture Teaching

Letty

Letty teaches three levels of French language in a suburban/rural area in the Pacific Northwest and takes an active role in her state professional language association. In her leadership role, she has reviewed standards and helped to organize state conferences. Occasionally, she teaches staff development courses on culture.

Letty defines herself as a true Francophile. "France is my other country. In the classroom, culture just oozes out of me." She sees her mission as helping her students to "taste the culture–to understand what the French are really saying, and to have an interest in what's really happening there."

Once students know where France is in the world, and that it is the same size as some of our states, they learn that France is really "a different planet."

She says that she has been working to establish high standards for herself and for the profession. Letty believes that a teacher-testing program has the potential for solving some of the problems related to teaching culture. "I'm a snob. I've invested energy in my teaching and in teaching other teachers. I don't want people certified who can not speak the language or don't know the culture."

In elaborating on the need for high standards, she explained that she wants her students to express ideas in French, to be open to people different from themselves, and to see that the French think in a different way. Students don't get this understanding through memorization. It comes through music, dance, and poetry. She also extends her teaching about culture to Switzerland, West Africa, Quebec, and Louisiana.

When asked for a sample lesson to illustrate how she helps students to meet these high expectations, Letty enthusiastically described a lesson built around soft-sided "vegetables"–realia recently discarded from the kindergarten program at her school. She uses these personified vegetable props as a springboard for dialogues in which the students discuss menu planning and food preparation. The cultural learning comes from comparisons between French and U.S./community approaches (e.g., "We eat corn hot, they probably eat it cold in a salad"). The vegetables are also featured in a measuring unit. "We weigh them in kilos and then move on to other measurements."

Clothing is the basis for a parallel unit in which students compare French style—a few expensive clothes embellished with accessories compared to U.S. fashion, where people have lots of clothes and wear something new each day. This lesson also has a measuring component in which students learn to compare U.S. and European sizes of gloves, shoes, and even men's underwear. Once again, dialogues are used to describe how clothing fits (e.g., "This is too tight. That's too big.").

When asked a few probing questions to prompt a story about how these initial dialogues might lead students toward deeper understanding of French culture and lifestyles, Letty took the conversation in a different direction. She seemed satisfied with her explanation that the vegetable lesson, as described, shows that eating habits differ from culture to culture. By way of elaboration, she further described the lesson as a non-threatening way to practice grammar and develop language. By making up "goofy sentences describing vegetables students are learning adjectives."

Like many foreign language teachers, she is an avid collector of realia from the countries she has visited, and her enthusiasm for teaching with things she has personally collected echos that of many other interviewees. What is unclear is what it is about items collected abroad that is significantly different from similar items available commercially or whether they lead to thoughtful lessons. In Letty's case, a song personally recorded from the radio in France, for example, seems to have more meaning and applicability than a tape of the same song purchased in the U.S. "We have no budget so I rely on the tons of things I've brought back from France. I would like more videos and reading books and graded readers that are tuned to culture. I'm always looking for cool stories such as African folk tales."

Her stated interested in staff development about culture was not well supported. The example that she found to be worthwhile was a keynote address at a recent conference but she couldn't recall the content of the presentation. "I think it had something about pedagogy. I do remember that he told some good jokes."

Cody

Cody, a French teacher with 12 years of teaching experience in a large urban school district in the Southwest and four years of experience living in Francophone countries, has a strong grasp of what culture means as well as the benefits of professional development. However, she is no longer interested in broadening her professional development beyond the textbook.

Cody has a multilevel approach to culture. She addressed the importance of high culture by explaining that her role is to "expose my students to music, art, and theater of that part of the world where French is spoken." She described the anthropological or psychological level of culture that influences how people go through their lives-the way people think as well as how they see the world. "Learning about this aspect of culture helps Americans get away from thinking that our way is the right way." Finally, she describes culture as encompassing practical information that people need if they are to successfully travel in or move to a culture. "For example, it would be important to know that the French start numbering floors in a building with the #0 or that many goods and services are available at the post office in addition to buying stamps and mailing letters."

Earlier in her career, Cody availed herself of many opportunities for professional development for enhancing her teaching about language and culture. At one point in her teaching career, she regularly attended an annual conference and participated in a Saturday morning study group in which she enjoyed informal exchange among foreign language teachers. She also received support for study tours in France and Francophone Africa.

This is all in the past. At this point in her career, she has little or no interest in staff development. She doubts that she would participate in travel study (the exception might be if she received an award for a place that she has not already visited). "If I go to France again, I would prefer to spend my own money and make it a vacation." Nor is she willing to go to conferences or give up Saturday mornings for professional activities. "Even though the district provides release time and some financial support, the teacher is still asked to provide some support through time and/or money." Her school has inservice days but she finds that "they are a total write off." To illustrate this point, she indicated that her district has been working on attendance issues since 1984. "They never make a plan and stick to it. As a result, I am not willing to be on one more committee."

In spite of this shift away from professional involvement, she feels that she is teaching more culture than in the past because of the textbook (Holt) that she is currently using. "Culture is built in so you don't have to worry about it." She used two examples to explain her statement: *Allez Bien* is good because the illustrations, done by native artists, contain a lot of implicit cultural information. (American illustrators should not be trusted to know what a French market looks like.) The videos that come with the series are also helpful as students can actually see the kiss and the handshake, clothing, etc. The only thing she really adds to the text and video is pen pals. She is looking forward to a time when this can be done through e-mail.

She is satisfied with the materials that she has, particularly the postcards and replicas of monuments that she uses. She really hasn't had time to get to the media center to investigate what technology is available. She thinks there's a CD-ROM from the Louvre but she would need training "to do that Internet thing." She worries that she wouldn't be able to make the Internet work because she would have ten computers and 25 students. For her to become technologically literate, she would need time built into the schedule for her to learn to use the computer.

Cody elaborated her position on professional development by explaining, "People need to consider our priorities and what we have time for. That's why it's nice to find a text that has so much culture in it. From all the workshops and training that I've participated in, I've learned the most from other teachers who have worked out the lesson plans, and can tell you how much time something takes. We don't need information from experts—they don't have information that you can use in the classroom."

Cindy

Cindy teaches Spanish in a large inland city in a state bordering the Pacific. She has taught Spanish for 23 years and has spent three years in a Spanish-speaking country. She has a B.A. in Spanish and history and a master's degree in Spanish. Her responses to the written survey resulted in a high score on the culture scale.

The high school where Cindy teaches has a large (more than 1,000 students) ethnically and culturally diverse student population, most of whom come from lower income homes. Three foreign languages are taught at the school. Because many of the students are "Mexican," according to Cindy, she believes it is important to make sure they "at least know a little about their own history."

In the written survey, Cindy indicated that the culture topics she most frequently teaches are history, geography, and tangible products. In the interview, she defines culture as follows: "Several things comprise culture. First there is art, literature, and things of that type. The second aspect is daily life. Basically, the Big C, little c thing."

Cindy reports that she uses the textbook to address Big C culture, but brings in her own experiences and materials–slides, videos, posters, *Ola* magazine–to teach about daily life. She believes she has adequate materials, but mostly through her own efforts. She wishes the district would buy realia, videos, and posters. When asked about the library/media center, she says, "Our library doesn't have the world's most up-to-date collection so I really don't use it. Students at our school have limited Internet access because the administration is so paranoid about them getting on to sites where they shouldn't be. There's one computer with Internet access in the library, so you can't really make an assignment that involves the Internet."

When asked what activities she uses to teach about culture, she replies "There's not really much activity. It's lecture. If they ask questions, of course I answer them. Basically it's the sage on the stage." The skill and attitude outcomes Cindy indicated were important to her on the written survey were recognizing the role cultural values play in shaping attitudes towards other cultures, adopting alternative ways of seeing and operating in the world, developing and using the skills needed to solve cross-cultural dilemmas/problems. She does assess culture learning, assigning it 11 to 20 percent of the weight in grading. Assessment is done through multiple-choice or other objective tests and through essay tests.

Cindy reports that her district does have mechanisms in place to help teachers of Spanish share strategies and materials. When asked how she would change her district's support system, she provides the answer that seems to color much of her thinking:

> We have 84 scheduled meetings a year at my school, so I'm not keen on any more meetings. Basically, there's a meeting every other day. It's in violation of our contract but the administration doesn't seem to care–they want us here from 6 a.m. til midnight. Some of the meetings are department meetings, colleague collaboration, mini-school meetings (restructuring project), leadership meetings, and grade level meetings. Since foreign language is an elective, a lot of the meetings–like grade level and mini-school–don't even make sense for us but we still have to go. So you can see why I don't really want any more meetings.

Cindy does believe that all of the components of staff development asked about in the interview (content experts, presenters on pedagogy, and time to talk to other teachers) would be either moderately or very helpful. She also said that she would be somewhat (after-school and one-week summer institute) or very (one-day workshop, study tour) likely to attend several types of staff development; regular meetings with teachers of the same foreign language were not attractive to her because of the meeting overload she described earlier.

Cindy could not recall a staff development program on teaching about culture. However, for two summers, she attended one-week institutes on using technology in foreign language that were very helpful. She has done little with what she learned at these institutes.

Cindy believes that she is well-prepared to address the national standards for teaching foreign language. However, she is only somewhat familiar with the standards and not at all familiar with the state standards. When she begins describing the process of developing the standards in her state, more of the factors that contribute to her underlying anger emerge:

> The state got a small group of prestigious people together to write their standards. They're based on national–or that's what I've heard. I haven't seen them. The state is also redoing the foreign language framework. That will take a few years–and it gets very political. Foreign language could also be affected by the bilingual referendum in June–it will probably pass and then be challenged in the courts and we'll all be in limbo for a few years, just like the last thing they passed. Meanwhile, our district is under OCR directive to have bilingual and all the school sites are developing ESLRS. Plus our school is going through the accreditation process. We're waiting for that report right now.

Eve

Eve teaches Spanish in a small Midwestern city that is home to a state university. Her school serves slightly more than 1000 mostly lower and middle income students. While she reports that the students in the school are very culturally and ethnically diverse, the students in her Spanish classes are only somewhat diverse. Eve's college majors were Chinese and Spanish. Study of culture is not required in her district's foreign language curriculum, but Eve reports that she is very familiar with both the state and national standards for foreign language learning.

Eve's definition of culture is very rooted in language: "everything that goes into making a language. Everything about a people–their background, customs, geography; everything that causes a language to be what it is." This definition is in line with her reasons for including culture, as given on the written survey: "culture is woven into the language of those who live in the culture and thus understanding culture is vital to language learning." She reports that every lesson she teaches integrates culture learning with language acquisition.

As an example of her teaching about culture, Eve describes a lesson in second-year Spanish on bullfights. Eve says, "It's difficult for American students to understand and accept bullfighting. I want them to recognize that just because Americans don't understand it doesn't mean it's wrong. A lot of what is Spanish is found in bullfights–and understanding these factors helps them understand the language." In this lesson, Eve uses a variety of materials–books, handouts, videos, and the Internet. When asked what activities she involves students in as part of the lesson, she responds, "Well, it's the end of the year, so not too much. They watch videos, research famous bullfighters, and take part in discussions." How the lesson links to language, as one would expect given Eve's definition of culture, remains unarticulated.

Generally, she believes she has adequate materials for teaching about culture. She has purchased many of the materials with her own money and has picked up materials on her frequent travels to Spanish-speaking countries. In addition, the presence of international students at the local university is helpful in finding materials. She does, however, wish she had more computers with Internet access.

Because foreign language is an elective, the school budget for materials is small; even getting new texts is difficult.

When asked if her district provides mechanisms for teachers of her foreign language to share strategies and materials, a key point arises. Eve's school is the only school in the district with a foreign language department; the four teachers in the department do work together, but since each teaches a different language, the extent of sharing of materials is limited. Eve also laments the fact that professional conferences, which she finds very helpful, are usually at the other end of the state, where the population is concentrated. While Eve would find opportunities to exchange ideas with other teachers very helpful (more helpful than expert presenters on content or pedagogical experts, who would only be moderately helpful to her), she thinks the possibilities for networking–and the interest–in largely rural areas is very limited. Teleconferencing or satellite connections would be helpful, but they are not yet a reality.

When asked about various formats for staff development, Eve again points out that her district is geographically isolated so, while she would like to attend an after-school workshop or a one-day workshop, it's unlikely to happen because it would have to be in her own district. With the small number of foreign language teachers, the district has not offered any staff development on foreign language or culture teaching. In fact, she reports that the district has not offered any staff development for a long time.

Only when asked for final comments or suggestions does Eve's second major concern emerge. She says, "Culture is an important part of foreign language. But in some places, a lot of time is spent on culture and not on the mechanics of the language. That hurts students academically. Let's face it, there's not enough time in 50 minutes to do both culture and language well."

Keith

Keith teaches German in a large high school (more than 1000 students) in an urban area on the Gulf Coast. Students in his school are from all SES levels and are somewhat diverse in terms of ethnicity and culture. Keith spent 2-1/2 years in Germany during his military career. He holds a BS in German Education but sees himself as inadequately prepared to address the national standards' calls for teaching about culture. He does not belong to a professional organization for financial reasons and has not attended any professional development activities, except those offered in the district, since beginning teaching three years ago. When asked in the interview, however, he expresses interest in a range of staff development opportunities.

Study of culture is required in the district's foreign language curriculum. However, Keith sees language learning generally as a low priority in his district (a 2 on a scale of 1 to 10, with 10 being a high priority). Keith sees the changes in emphasis on culture as springing from external factors, such as the upsurge in enrollment of Hispanic students and the fall of communism, which allows him to teach about German culture without having to deal with the "communist menace."

When asked to define culture, Keith rambles:

> Culture has a historic and traditional aspect to it. Those aspects of a society that give the definition of the society beyond their language. Characteristics, traditions, attitudes for what make a people and how to define them. Also, overcoming stereotypes. In German classes, with neo-nazis and all that, I try to put a perspective on fascism and nationalism for the kids. Kids take this class because they are enthused about Hitler. I show videos, because we have a lot to get through, to build up to *Schindler's List*. There's a lot more to Germany than just the Nazi era. Post-war Germany shows a country's ability to overcome a period of unfortunate politics.

Keith estimates that he integrates culture learning with language acquisition lessons two or three times per week. He describes a lesson in which students learn about German food while acquiring vocabulary related to cooking and eating and gaining practice in giving directions in German. He stresses that they also learn about German heritage in the United States: "Things we eat that we take for granted, like wieners and hamburger, have a German background."

Keith does not feel that he has adequate materials for teaching about culture although he indicated in the written survey that he uses a wide variety of materials. He would like to have a "grab-and-go" box of things with instructions–"something that's very pictorial, maps, flags, all in one box. But money is slim here, we only get textbooks." In elaborating on his answer, Keith raises a point that he continues to stress throughout his interview:

> The Spanish department gets more emphasis and money. Through their book adoption they get wonderful materials: CD's, laser discs, six books to pick from, and new workbooks every year for every student. These things are not available to the German classes. We only have two books to choose from and we get one set of workbooks so I have to photocopy them for each kid. The German heritage in this area is as big as the Spanish. Why don't I get the same things the Spanish teachers do? I have to live with what I've got for the next 6 to 8 years.

The strategies Keith reports using are somewhat limited; guest presenters who are native speakers and interviews with native speakers were the only strategies from the list of 12 that he selected. He has, however, been exposed to other ideas through district-level staff development programs that he found helpful:

> A woman came from California who had spent a lifetime teaching in San Jose; she gave tips on teaching, curriculum adaptation, helpful hints to understanding kids and applying the curriculum to them. She showed us how to wrap the curriculum up in games or gimmicks, coaxing students into learning. You have to have quick sound bites, constant attention-grabbing innovations or you lose them. Also we had a day on learning how to use the Internet.

While Keith enjoyed the workshop presented by the California teacher, recalling it also triggered comments about his concerns regarding "dumbing down" the curriculum:

> I am appalled that so much has changed for the worse from 1972 (when he briefly taught before) to 1992. Technology has advanced so much, with audiotapes, overhead projectors, computers; despite that, it's like snake oil. Where's the substance? What are the students really learning? It's all dumbed-down. The further to the rear the essentials in German grammar are in a book, the more touchy-feely it is. I worked as a translator in the military; it's hard, not everybody can do it. But knowledge of language puts you in a good position for jobs in big companies. Germans have solutions to railroad system problems and recycling, energy, trash, and technological inventions that we could emulate. It takes knowledge of German to work in these technological fields.

Hannah

Still in her twenties, Hannah teaches levels 1-4 of Spanish and French at a mid-size rural high school in the Midwest. Little diversity is found among the mostly middle income students at the school. Hannah has a B.S. in Spanish/English education, and an M.S. in secondary administration. She has spent approximately three weeks in a Spanish-speaking country and no time in a French-speaking country. Hannah belongs to state and national professional organizations and has attended several professional conferences in the past two years. She has not found the services of the state organization to be helpful to her. Hannah has also attended several inservices and college courses related to teaching about culture in the past two years.

Hannah defines culture as the heritage or background of a nation or community, saying "There can be a culture within a culture." The culture topics she emphasizes are geography and environment, cultural practices or patterns of social interaction, and relationships among cultural perspectives, practices, and products. She teaches culture because culture is woven into the language of those who live in the culture, and thus understanding culture is vital to language learning.

Hannah reports that she incorporates culture-based lessons periodically when time is available. She reports that "The text has a small culture section; when I can, I expand on what is presented there." When asked to describe a culture lesson, she says that she creates a marketplace in her classroom. She teaches about handshaking, greetings, body cues from both Spain and Mexico. The students perform a dialogue using phrases and body language of a young person talking to an elder shopkeeper. She tries to bring out comparisons between the cultures.

When asked what she hopes students will learn from this lesson, Hannah says, "Wow! They probably won't remember the subtleties. It's another universe from the school they attend, where everyone is white with small-town values. I want them to not be too shocked when they run into people who do things differently than in our town." The materials she uses for the lessons are "What I know" and props, such as money, clothing, and food.

Hannah does not feel that she has adequate materials for teaching about culture. She would like materials for teaching about professional business etiquette. The materials she uses are purchased through the foreign language department or with her own funds. The main criterion for using the materials is availability.

Hannah uses a somewhat limited range of teaching strategies–role play/simulations, dialogues, guest presenters who are native speakers, and sister schools/pen pal exchanges. She accords culture learning 11 to 20 percent of the grade, assessing such learning through objective tests and writing assignments.

Hannah's school and district do not provide networking opportunities for foreign language teachers. She has not found any of the inservices she has attended to be particularly useful, perhaps coloring her view of the usefulness of possible components of a staff development program: expert presenters on culture content and pedagogy were both seen as not helpful, while time to talk to other teachers was seen as potentially very helpful. She would not be likely to attend an after-school workshop or study tour and is somewhat likely to attend a one-day workshop, summer institute, or monthly study group with other teachers. The fact that culture is not a priority in her district definitely influences her views on attending inservice activities related to culture.

Concluding comments from Hannah's written survey and interview reflect factors that influence her teaching:

> It is hard to incorporate everything that is "important" into 42 minutes of teaching. I just try to highlight and plow through.
>
> Teaching about culture depends on the background of the teacher. I've traveled a little, but I'm often learning the culture with my students. I don't have much time to prepare and I don't want to be embarrassed by students asking questions that I can't answer.

Jennifer

Jennifer teaches Russian and Spanish in a mid-sized suburban high school in the Northwest. Students are from somewhat diverse lower and middle income families. Three languages are taught at the high school, two at the AP level. Jennifer has a BA in English, with a minor in Spanish. She has taught for more than 20 years and has traveled in both Russian- and Spanish-speaking countries. She is active in state and national professional organizations and is somewhat familiar with national and state standards.

Study of culture is required in the district's foreign language curriculum. Jennifer believes the interest in culture has intensified because they are dealing with the issue of diversity and respect for diversity, which has carried over into the foreign language curriculum. The district has provided training in terms of diversity, recognizing the different cultures in the classroom and letting students from other cultures bring their culture to the classroom. Because a large number of students in her district are native Russians, this inservice had relevance to the curriculum.

Jennifer uses the Big C/little c conceptualization in her definition of culture, but expands upon it:

> Culture is the atmosphere in which the person lives, it's the air around you, everything you do, eat, drink, talk, family, everything around you. That's the little "c." The Big "C" is the fine arts of a culture, literature and fine arts. It's like if you were submerged in an ocean, all the water that touches you is your culture. It feeds you and nourishes you.

Jennifer's primary goal in teaching about culture is "to breakdown stereotypes that different is bad." She also hopes to get students to reflect on their own culture and to adopt alternative ways of seeing and operating in the world. She stresses tangible and expressive products of the culture, as well as cultural perspectives and gives culture learning considerable weight (more than 30 percent) in determining grades. She uses varied strategies in both teaching about culture and assessing culture learning.

Jennifer reports that every lesson she teaches integrates culture with language learning. When asked for an example, she says:

> We do one on food, talking about what people eat in Russia. We cook and have all the components of the Russian meal. We have a dinner and learn how to say "it's delicious' and to recognize and understand the different courses and different meals and the proper things to say. We speak only in Russian during the meal. Through this lesson, I want to increase their appreciation of other foods. Food is a very private thing. If you like my food, you like me. A lot of work goes into the food. The experience of sharing a meal and preparing things for people. Russians are very hospitable people. I also did one on Pisanki eggs and I teach about the religious issues and how the symbols on the eggs are pre-Christian and then how Christianity comes in.

She goes on to describe an activity that she is very fond of:

> Every year we put on a foreign language fair. One room becomes Russia, one France, one Germany, and one Spain. Students have to carry passports and speak the language of the country they are in. They have to buy things, food and souvenirs, and use the language and money of that country. It is one whole day of immersion. They have to speak the language at each booth for a stamp. And the number of stamps they receive equals their grade. They get to taste the foods and see the things of each culture. The older students help put the fair on for younger students. It's a really good way to promote culture.

While Jennifer reports using a wide variety of materials, she does not believe the materials she has are adequate. She would especially like to have more literature that she could give the students and more up-to-date materials; her videos are particularly dated. Materials in the library are mostly from before the breakup of the Soviet Union. She purchases most of her materials on her own, either through catalogs, when traveling in the culture, at conferences, or at such places as the Russian School in Vermont, where she did an intensive Russian course. However, some materials are simply too expensive, and the school provides limited help in buying materials ($250 per year).

Familiarity, ease of use, quality, and authenticity are important criteria in choosing materials. She further explains her selection of materials in a way that sheds light on her curriculum:

> I use things that are right for the moment, where the flow is going, I grab materials that follow that flow. Kids dictate by interest the flow. I have a general idea of what to cover and then I grab from my personal library to support the flow and where it is going.

Jennifer's district is supportive of teachers' professional development. Each teacher receives $500 a year for personal growth to go to conferences and seven days a year to be gone, during which Jennifer has gone to Russia. Foreign language teachers have regular meetings to collaborate on teaching ideas. However, the district's own inservices are often "wasted on school problems." She feels a need for more inservices and expresses enthusiasm for all of the components and formats we ask about. Because the community in which she teaches is "very white," she especially sees a need to bring in people from specific cultures who could heighten awareness of culture for teachers themselves and then for their students.

9. Conclusions and Recommendations

The following sections present the conclusions and related recommendations we have derived from this study. Readers should keep in mind that our study collected data from high school teachers only. Because the focus of our study and the vast majority of the data gathered relate to foreign language teachers, greater attention is given to this group in the conclusions and recommendations. Social studies teachers are also included, however; when we refer to social studies teachers, we specifically identify them as such. The section ends with some possibilities for future research.

Conclusions

Overall, this study leads us to conclude that foreign language teachers' perceptions of what and how they teach about culture are quite different from their actual teaching. Teachers generally express support for teaching about culture, select rather sophisticated rationales for teaching about culture, and describe their own teaching of culture as extensive, using varied teaching materials and strategies. When they are asked to define culture and to describe in some detail how they teach about culture, however, their answers suggest that much remains to be done in terms of implementing the standards. A gap remains between "theory" and what foreign language teachers know, do, and believe they need. More detail is provided in the sections that follow.

Definitions of Culture

No definition of culture is common among teachers. When asked in an interview, most teachers are able to provide some definition of the term, but many of the definitions are fairly concrete (e.g., defining culture by listing such elements as food, literature, and greeting behavior); few teachers have holistic conceptualizations of culture or articulate relations among the elements of culture. Teachers do not have the kind of conceptual framework into which cultural information can be fit that is described in the standards.

When given a forced-choice written survey question on what topics related to culture are taught, teachers indicate that the most commonly taught topics are tangible products, cultural practices, and cultural perspectives. Examples given during interviews support these choices; unfortunately, the examples given in the interviews suggest that the coverage of these topics lacks depth.

The survey question regarding topics stressed showed some of the largest differences between social studies and foreign language teachers, with social studies teachers more likely to choose the factually oriented topics of geography/environment and history. Only cultural perspectives was emphasized by both groups. Both groups chose relationships among cultural perspectives, practices, and products as one of their least taught topics, suggesting that neither group has a well-developed conceptual framework for culture that they use in organizing instruction or in helping students place cultural information into context.

Rationale and Goals for Teaching About Culture

Nearly two-thirds of the survey respondents (63.9 percent) selected the most sophisticated rationale as their reason for teaching about culture: "Culture is woven into the language of those who live in the culture, and thus understanding culture is critical to language learning." However, interview responses suggest that actual teaching about culture does not truly support this rationale; most teachers' culture lessons are not well integrated with language instruction and lack the depth that would be needed to truly illustrate the relationship between culture and language.

The most important skill or attitude outcome teachers hold for teaching about culture is to help students appreciate similarities and differences between their own culture and the target culture. This finding from the written survey was confirmed by comments in response to the interview. Again, the lack of systematic and in-depth teaching about culture allows the focus on similarities and differences to occur without a context that would help students make sense of the information presented.

In terms of important goals, social studies teachers are very similar to foreign language teachers, also placing emphasis on appreciating similarities and differences between their own culture and the target culture.

Teaching About Culture

On the written survey, most foreign language teachers report they are teaching about culture on a daily (43.6 percent) or weekly (32.0 percent) basis. Those interviewed reaffirmed their responses to this question, but their descriptions of their practice suggest that they are not doing as much as these responses might initially indicate. Some teachers who say they teach about culture daily in fact merely answer the random question about culture that students pose; others may use an anecdote from their own travel experience to make a point or enliven the class, regarding this practice as daily attention to culture. Overall, interview results suggest that the culture content presented is too often superficial, not systematic, and not given much weight in the assessment process (88.5 percent of teachers weight culture learning as 20 percent or less of students' grades).

Perceived barriers to teaching about culture include competing priorities, particularly the need to help students acquire the language and gain conversation skills (aspects of language learning that teachers believe are more important in national tests); lack of support for foreign language and culture study in the community and school; lack of time, both to plan and to actually teach culture; students who do not value or enjoy the study of culture; and personal feelings of inadequacy. Teachers' responses indicate that inclusion of culture learning on standardized tests could be a powerful influence on the teaching of culture.

Teachers use a wide array of materials and methods for teaching about culture. While texts are the most widely used materials–and many teachers believe they are getting better in terms of their coverage of culture content–many other materials are used as well, with videos and authentic materials being among the most popular. Most materials used focus on particular cultures, not on culture broadly. Urban and suburban teachers generally provide somewhat more varied learning environments than rural teachers. We cannot conclude based on our data how effectively various teaching materials and strategies are used or whether the materials and strategies used contribute to achieving teachers' stated or implicit goals.

More than 95 percent of the social studies teachers surveyed say that they teach about culture, although we did not ask how often they do so. The most common reason given for not teaching about culture was lack of time in the curriculum, a response we see as parallel to foreign language teachers' citing of competing curricular priorities. Social studies teachers also reported using varied teaching strategies and materials for teaching about culture, although their instruction is somewhat less varied than that of foreign language teachers. However, social studies teachers use somewhat more varied assessment strategies than foreign language teachers and appear to assess culture learning more frequently, perhaps suggesting that culture is viewed as a more integral part of social studies courses than of foreign language courses.

Variables Related to Teaching About Culture

When analyzing the study results, we found that teachers are more alike than they are different. Some factors did, however, seem to interact with approaches to culture.

Teachers who have spent a significant amount of time in another culture appear to approach the teaching of culture somewhat differently than those who have spent little or no time in the culture. Some of the differences are based on such obvious advantages as access to authentic materials and contacts with people in other countries. Others are more complex. For example, those who have spent time in another culture are more likely to score high on the culture scale, an array of questions indicating greater commitment to teaching about culture and to participating in ongoing professional development.

Teachers with recent degrees in a foreign language or education do not appear to be better prepared to address the conception of culture called for in the standards. In fact, their lack of teaching and travel experience may actually make addressing the standards more difficult for them.

Teachers who teach less commonly taught languages are less experienced than teachers of more commonly taught languages and are more likely to be native speakers. They also differ from teachers of the more commonly taught languages in ways that cannot be accounted for by the above two factors; these differences may be explained by differences in the availability of materials and in the languages themselves.

Teachers in larger schools and larger communities were more likely to have higher scores on the culture scale. Teachers who reported attending staff development programs also were more likely to have higher scores on the culture scale.

None of the variables analyzed for social studies teachers (on whom less information was available) revealed notable differences, again supporting the conclusion that teachers are more alike than they are different.

Preparation to Teach About Culture

Approximately 30 percent of foreign language teachers surveyed believe they are well prepared to meet the foreign language standards with respect to teaching about culture; slightly more than half believe they are adequately prepared, and around 15 percent think they are inadequately prepared. The most helpful experiences in preparing to teach about culture were travel/living in another culture and independent study/reading. The least helpful were preservice methods courses.

Social studies teachers' assessment of the utility of various preparatory experiences paralleled that of the foreign language teachers, with travel and individual study seen as very helpful and preservice methods courses seen as least helpful. Travel does appear to be a more common experience among foreign language teachers than social studies teachers.

Perceived Needs

The most common need expressed by both foreign language and social studies teachers is the need for more time to plan and to work with other teachers.

While many foreign language teachers expressed a desire for more materials, the perceived problem seems to be more with teachers' access to materials (due to lack of financial support) than with the range of materials available. Teachers occasionally expressed a desire for a certain kind of material they had been unable to find; generally, however, they indicated that materials are plentiful but funds for their purchase are not. Thus, the real perceived need with respect to materials is money, rather than materials themselves.

However, it should be noted that teachers are generally working with definitions of culture that are less sophisticated than the definition embodied in the standard. Most of the materials they report using focus on the specifics of particular cultures. Thus, there may be an unrealized need for materials that help teachers and students understand culture as a broad organizing and socially constructed concept.

Foreign language teachers feel a lack of support for teaching about culture and, more generally, for teaching foreign language. They see this lack of support in limited budgets, in parental, administrative, collegial, and student attitudes toward culture learning, and in failure to provide time or staff development needed to improve their teaching about culture.

Teachers indicated that several different kinds of staff development would be helpful to them and that they were interested in a range of staff development formats. They were particularly enthusiastic about opportunities to share materials and strategies with other teachers–something they rarely have time or structured opportunities to do. However, teachers also expressed an underlying skepticism about staff development, perhaps because few could recall a particularly helpful staff development program they had attended recently. Many were especially scathing when they described their own districts' approach to staff development. Few could describe staff development programs on culture that had been helpful to them; only a handful of teachers described such programs that went beyond the superficial.

Cross-Disciplinary Teaching

Cooperation between foreign language and social studies teachers is limited in terms of the amount of cooperation that occurs and the type of cooperation. Nearly half the foreign language teachers (49.5 percent) have not cooperated with a teacher in **any** other discipline in teaching about culture in the past two years. More than two-thirds of social studies teachers (69.1 percent) have not cooperated with a foreign language teacher in that same time period. Among the teachers who have cooperated across disciplines, most have done so only once or twice (35.1 percent of foreign language teachers with any other discipline, 21.3 percent of social studies teachers with foreign language teachers); relatively small percentages have done so several times (15.5 percent of foreign language teachers with any other discipline, 9.6 percent of social studies teachers with foreign language teachers). The most common forms of cooperation reported were consultation on materials, cooperative planning or teaching of lessons, discussion of effective strategies, and planning and conducting joint field trips. As pointed out earlier, two of these forms of cooperation involve talking about teaching, which is valuable but, as a form of cooperation, is somewhat limited.

The barriers to increased cooperation between foreign language and social studies teachers are many. They include lack of time for joint planning, incompatible curricula, lack of support for cross-disciplinary teaching in the school or district, and lack of interest among the teachers themselves or among their counterparts in other departments. While factors that encourage cooperation were not pursued in depth some interview responses suggest that a personal relationship with another teacher is the most important factor in encouraging cooperation.

Recommendations

The findings of this study indicate that, for the national standards in foreign language learning to be achieved, many improvements in teaching and teacher preparation are needed. This finding is not surprising, since numerous research studies have documented that curriculum change takes time and is resource hungry.

Our overarching recommendation is essentially a challenge to foreign language teachers: we recommend that teachers take responsibility for increasing their own knowledge of culture, particularly culture in the broad sense, and appropriate pedagogy for teaching about culture; apply their knowledge in providing learning opportunities that reflect a deeper and more conceptual approach to culture, as recommended in the foreign language standards; and demonstrate the importance of culture learning by including it as a significant component of assessment. If teachers accept this challenge, they will need assistance in the form of improved teacher education, teaching materials with strong cultural components, and financial and intellectual support from the education and broader communities.

Teacher Education/Staff Development

Culture should be addressed much more extensively in both preservice and inservice teacher education. A total reexamination of how culture learning is approached in teacher education appears to be in order. Possible steps to improve culture learning in teacher education programs are described below.

Preservice teachers should be introduced to the anthro-process approach to culture, perhaps through a required anthropology course, and should be taught how to integrate the teaching of culture with the teaching of language. This integration should be modeled in foreign language classes at the university level, as well as in education methods classes and classes on assessment and evaluation. Student teachers should be placed with cooperating teachers who place high value on integrating culture and language study and who are skilled at doing so. Opportunities for preservice teachers to live/study abroad should be provided.

In-depth staff development with respect to teaching about culture is clearly wanted and needed by inservice teachers. While teachers' top priority is the opportunity to exchange materials and strategies with other teachers, such opportunities should be combined with sessions that improve teachers' substantive understanding of culture, particularly in its broadest sense. They also need staff development related to how to teach about and assess culture learning effectively.

To overcome teachers' cynicism about staff development, utmost care must be taken that staff development programs focused on teaching culture are of the highest quality. Because teachers express the greatest interest in staff development that is focused on cultures where the specific language they teach is spoken, it may be advisable to teach broader notions about culture within specific contexts; however, these contexts should include all the cultures where a language is spoken, not just the originating country (Francophone Africa and Quebec, as well as France, for example). Many teachers feel ill-prepared to teach about multiple areas where a language is spoken.

Every teacher needs the opportunity to see a good culture lesson or unit being taught. School districts, state departments of education, and professional organizations should consider ways in which this recommendation could be achieved. One possibility is to identify exemplary culture teachers and make arrangements for other teachers to observe these teachers in action. Another possibility would be to develop videotapes of successful lessons or units and to distribute them as widely as possible. A device to self-assess (such as a checklist) would be a useful tool for teachers.

Staff development is also needed at the district or school level, depending on where such curriculum decisions are made, to help foreign language educators determine a scope and sequence for culture learning in their school/district, with articulation across grade levels and courses. Culture learning should be aligned across grade levels and courses in a similar manner to language learning. Furthermore, those in the school or district who develop or select assessments should receive training in how culture learning can be assessed.

For all inservice staff development programs, special efforts will need to be made to reach those teachers who are geographically isolated from many staff development opportunities–through distance learning/networking, cooperation among neighboring school districts, and the like.

Opportunities for teachers to travel and study abroad should be provided. Schools should support these efforts, if not monetarily at least through recognition that they contribute to improved teaching and learning.

Materials and Materials Selection

Professional organizations should continue to work with publishers to ensure that the improvements in textbooks' coverage of culture continue. Teachers use textbooks, so an organized, integrated, and conceptual approach to culture in textbook programs provides a valuable model for teachers. Professional organizations should stay up to date on the current status of culture in textbooks, identifying areas for improvement and providing publishers with assistance in making such improvements, whether through staff development programs for editorial staff, identification of excellent culture teachers or content experts to serve as consultants or authors for the publisher, or other means. Publishers should be encouraged to include culture learning in the assessments they provide with their text programs.

Professional organizations should provide staff development programs or tools for curriculum coordinators in selection of materials that meet (or begin to meet) the standards' requirements with respect to culture. These staff development programs should include attention to assessment as well.

Professional organizations should also use their influence to lobby for the inclusion of culture learning in standardized assessments, particularly those assessments that are considered "high stakes" and therefore important by parents, students, and teachers–such as the Regents Exam in New York, the Advanced Placement tests, and the SAT language tests.

In at least two areas related to materials, the study data is not conclusive but does suggest possible needs. First, there may be a need for materials that address culture more broadly (i.e., the anthro-process approach to understanding culture as a broad organizing concept). If such materials do exist, teachers need to be made aware of their existence and how they can be used. Second, teachers may need staff development in how to use authentic materials effectively. While teachers value authentic materials and rank authenticity as one of the most important criteria in selecting materials, the interview results suggest that they may not be using these materials effectively.

Support

A perceived lack of support is not an excuse for failing to improve culture learning. Indeed, strengthening culture learning will help build support for this aspect of the curriculum. However, foreign language educators at all levels should also be proactive in building support for the work they do. These educators should make systematic efforts to demonstrate the importance of integrated culture and language learning to teachers in other disciplines, administrators, students, and community members.

Foreign language educators at all levels should involve administrators and members of the public in their programs as a means of building support for foreign language learning generally and culture learning specifically. In addition, administrators whose responsibilities include supervising foreign language departments should take the initiative to become familiar with the foreign language standards, to learn about effective approaches for integrating culture and language learning, and to provide time, funding, and other forms of support that will help foreign language teachers do a better job of teaching about culture. When feasible, administrators should also support efforts by foreign language and social studies teachers to work cooperatively to improve culture teaching and learning in both departments.

Cross-Disciplinary Teaching

The standards in foreign language are such that educators cannot ignore the fact that they must work across disciplinary boundaries. However, the perceived and actual barriers to cross-disciplinary teaching in the form of cooperation between foreign language and social studies teachers are substantial, and other needs are compelling. Consequently, we do not, at this time, recommend devoting extensive resources to increasing this form of cross-disciplinary teaching. We do, nevertheless, recommend that communication across disciplinary boundaries be encouraged. Certainly, when opportunities to encourage cross-disciplinary teaching arise, they should be taken; models that exist should be identified and disseminated. Professional organizations and preservice teacher educators in both curriculum areas should make efforts to identify ways in which they can work together to reorient preservice teachers' thinking about culture teaching toward a conceptual approach. Furthermore, we would encourage teachers in social studies and foreign language to learn about the curriculum in the other department as a first step toward future cooperative work.

Future Research

Much remains to be learned about the teaching of culture in high school foreign language and social studies classrooms. Several areas in which additional data would be particularly helpful are:

- What students are learning about culture should be studied. Our study looked only at teachers' descriptions of their teaching, not at what students are learning. A large-scale assessment of students' understanding of culture is needed.
- Teaching about culture should be studied through another mechanism not reliant on self-report. A series of case studies in which extensive classroom observations could be compared with teachers' descriptions of their thinking and practice should be undertaken.
- Our study indicated that teachers use a wide range of materials, but it did not generate data on how they use those materials. A study that generated such data would be extremely valuable.
- An international comparison of approaches to teaching about culture and of students' cultural knowledge would also be valuable.
- As preservice and inservice teacher education programs look for better ways to prepare teachers to teach about culture, research should be conducted to assess the effects of various program models on teachers' practice and students' learning.

Appendix A

Mail-Out Survey Instruments

SSEC Social Science Education Consortium, Inc.
P.O. Box 21270 • Boulder, Colorado 80308-4270 • (303) 492-8154 • FAX (303) 449-3925

December 30, 1996

Dear Foreign Language Teacher:

You have been selected to participate in a national study funded by the U.S. Department of Education. The study will use surveys and telephone interviews to collect information about high school foreign language and social studies teachers' philosophies and approaches to teaching about culture. Study results will provide a picture of how culture is taught in foreign language and social studies classrooms and will help curriculum developers and teacher trainers better meet teachers' needs.

The study is being conducted by the Social Science Education Consortium, a not-for-profit organization dedicated to improving education at all levels. The SSEC has conducted a number of teacher-training and curriculum development projects focused on culture studies and international education and has worked with teachers in a broad range of subject areas to develop and implement interdisciplinary curricula. Both foreign language and social studies educators participated in developing and piloting the survey questionnaires.

Please take 20 minutes to complete the enclosed questionnaire and return it to SSEC in the postage-paid envelope provided; you may also fax your response to us at 303/449-3925. Please return the survey by February 21, 1997. Your answers will be held **strictly confidential**. All teachers returning the survey by February 21 will be entered in a random drawing for three prizes of $100 in teaching materials.

During the 1997-98 school year, we will be conducting follow-up telephone interviews with approximately 250 of the teachers who respond to this survey. If you are willing to participate in a 30-minute interview, please check the box below.

We appreciate your taking the time to share your views and experience with us. We believe the information you provide will be invaluable in enhancing foreign language education and professional development offerings concerned with culture. Results from the study will be available in 1998. We would be happy to share a copy of the summary with you at that time.

If you have any questions, please don't hesitate to call me at (303) 492-8154.

Sincerely,

Lynn S. Parisi
Project Director

Your Name: ______________________________

School: ______________________ Phone: ______________

Address: ______________________________

City: __________________ State: ______________ Zip: __________

Would you be willing to participate in a follow-up 30-minute interview during the 1997-98 school year? ☐ Yes ☐ No
If you check yes, we will call to set up an interview appointment at your convenience.
Do you want to receive a summary of the study results in 1998? ☐ Yes ☐ No

BEST COPY AVAILABLE

James R. Giese, Executive Director

Culture Learning in the High School Classroom
Foreign Language Teacher Survey

BACKGROUND DATA

Please indicate where you teach: City: ____________ State: ____________

Fill in the chart below regarding your current teaching assignment.

Check Languages(s) Currently Taught (Circle number(s) to indicate levels taught)	How Long Taught? (Years)	Is This Your Native Language?	Have you spent time in a cultu where this language is spoken?	
				Approximate Amount of Time
☐ a. Spanish 1 2 3 4 5 6		Yes No	Yes No	
☐ b. French 1 2 3 4 5 6		Yes No	Yes No	
☐ c. German 1 2 3 4 5 6		Yes No	Yes No	
☐ d. Russian 1 2 3 4 5 6		Yes No	Yes No	
☐ e. Japanese 1 2 3 4 5 6		Yes No	Yes No	
☐ f. Chinese 1 2 3 4 5 6		Yes No	Yes No	
☐ g. Other courses ____________ 1 2 3 4 5 6		Yes No	Yes No	

Describe your educational background.

Degree/Year	Major	Minor
a.		
b.		
c.		

How many times in the past two years have you participated in each of the following types of professional development activities related to foreign language teaching?

a. Conferences of professional organizations	0	1	2	3	More
b. Inservices offered by the school district	0	1	2	3	More
c. College courses	0	1	2	3	More
d. Travel/study abroad	0	1	2	3	More
e. Study tours abroad that you have organized for students	0	1	2	3	More
f. Other (Please specify: ____________)	0	1	2	3	More

Do you belong to any of the following professional organizations? Check all that apply.

- ☐ a. American Council on the Teaching of Foreign Languages
- ☐ b. Professional organization for teachers of a specific language (or state affiliate)
- ☐ c. State foreign language professional organization
- ☐ d. Other (Please specify: ____)

How many students are enrolled in your school? Check one.

☐ a. Under 500 ☐ b. 500-1,000 ☐ c. More than 1,000

Is your school (check one):

☐ a. Urban ☐ b. Suburban ☐ c. Rural

How many languages (other than English) are taught at your school?____________

How many languages are taught at the AP-level at your school? _____ _______

How would you describe the socioeconomic level of your school community? Check one.

- ☐ a. Mostly lower income
- ☐ b. Lower and middle income
- ☐ c. Mostly middle income
- ☐ d. Middle and upper income
- ☐ e. Mostly upper income
- ☐ f. Mix of all levels

How culturally and ethnically diverse are the students

In your school? ☐ a. Very ☐ b. Somewhat ☐ c. Not at all

In your foreign language classes? ☐ a. Very ☐ b. Somewhat ☐ c. Not at all

TEACHING PHILOSOPHY AND PRACTICE

Note: We have not provided a definition of culture in this survey. Instead, we are looking for a picture of how teachers perceive and teach this concept. The questions that follow are designed to provide such a picture.

1. **Below are several topics that teachers address in teaching about culture.** ***CHECK*** **the three topics on which you spend the most time in your classes.** ***CIRCLE*** **the two topics on which you spend the least time.**

    - ☐ a. Geography and environment
    - ☐ b. History
    - ☐ c. Tangible products of the culture (e.g., foods, dress, types of dwellings, toys)
    - ☐ d. Expressive products of the culture (e.g., literature, art, music, dance)
    - ☐ e. Cultural practices or patterns of social interaction (e.g., manners, use of space, rituals)
    - ☐ f. Cultural perspectives--the philosophies, attitudes, and values of the target culture (e.g., respect for older people, belief in a social hierarchy, religion)
    - ☐ g. Relationships among cultural perspectives, practices, and products

2. **Below are several skills and attitude outcomes for culture learning. *CHECK* the three outcomes that are most important in your classes. *CIRCLE* the two outcomes that are least important.**

☐ a. Reflect on own culture through study of the target culture
☐ b. Recognize the role their own cultural values play in shaping attitudes towards other cultures
☐ c. Appreciate similarities and differences between their own culture and the target culture
☐ d. Recognize and can analyze how language reflects culture
☐ e. Adopt alternative ways of seeing and operating in the world
☐ f. Apply a conceptual framework for understanding culture generally
☐ g. Develop and use the skills needed to solve cross-cultural dilemmas/problems

3. **Check the one statement that *BEST* reflects your reasons for including culture in the foreign language classroom.**

☐ a. Knowledge of culture is an important preliminary step in reading and appreciating the literature of the target language/country.
☐ b. Knowledge of the culture is important in communication and avoiding cultural faux pas.
☐ c. Studying culture engages students and motivates them to study the language and retain what they learn.
☐ d. Culture is woven into the language of those who live in the culture, and thus understanding culture is vital to language learning.

4. **Check the one statement that *BEST* reflects the place of culture study in your classroom.**

☐ a. Each semester, I teach two or three units that integrate culture learning with language acquisition.
☐ b. I incorporate culture-based lessons periodically when time is available.
☐ c. Every lesson I teach integrates culture learning with language acquisition.
☐ d. I integrate culture learning with language acquisition lessons at least once per week.

5. **The following strategies can be used to teach about culture. *CHECK* all the strategies that you regularly use in your classes to teach about culture. *CIRCLE* the three strategies most important to you in teaching about culture.**

☐ a. Role plays/simulations
☐ b. Dialogues
☐ c. Cultural problem-solving/cross-cultural scenarios
☐ d. Using authentic materials written by or for native speakers
☐ e. Field trips to target-culture-focused exhibits, institutions, etc.
☐ f. Participation in festivals
☐ g. Guest presenters who are native speakers
☐ h. Interviews with native speakers
☐ i. Using expertise of students who are native speakers
☐ j. Internet/e-mail exchanges
☐ k. Sister schools/pen pal exchanges
☐ l. Study tours to target culture
☐ m. Other (Please specify: ________________________)

6. **The following materials can be used to teach about culture. *CHECK* all the kinds of materials that you regularly use in your classes to teach about culture. *CIRCLE* the three kinds of materials you most often use in teaching about culture.**

☐ a. Textbooks and accompanying ancillaries
☐ b. Supplementary instructional materials
☐ c. Units you have developed
☐ d. Authentic materials
☐ e. Realia-artifacts
☐ f. Posters
☐ g. Slides, videos, films, laser discs
☐ h. Computer programs, CD-Roms
☐ i. Classical or traditional recorded music
☐ j. Examples of recorded music popular today
☐ k. Classic literary works
☐ l. Popular contemporary literature
☐ m. Comics
☐ n. Children's literature
☐ o. Newspapers, magazines
☐ p. Maps, atlases
☐ q. Encyclopedias, other reference books
☐ r. Other (Please specify: ______________________________)

7. **In what classes do you devote the most time to culture study? Check only one.**

☐ a. Introductory courses
☐ b. Advanced courses
☐ c. I give equal treatment to culture in all my classes.

8. **Which range below best reflects the weight you give culture learning in determining student grades each marking period? Check one.**

☐ a. I do not assess culture learning
☐ b. 1-10%
☐ c. 11- 20%
☐ d. 21-30%
☐ e. More than 30%

9. **Which of the following types of assessments do you use to assess culture learning? Check all that apply.**

☐ a. Multiple-choice or other objective tests
☐ b. Essay tests or other writing assignments
☐ c. Research papers or projects
☐ d. Performance tasks
☐ e. Other (Please specify: ______________________________)

CROSS-DISCIPLINARY TEACHING

10. **In the past two years, how often have you worked with teachers in other curriculum areas to integrate foreign language and culture studies?**

☐ a. Several times ☐ b. Once or twice ☐ c. Not at all

11. **What are the two *MOST IMPORTANT* reasons you do not work with teachers in other curriculum areas more often? Check two responses.**

- ☐ a. Lack of time for joint planning
- ☐ b. Lack of interest/cooperation on part of other departments
- ☐ c. Lack of interest on my part
- ☐ d. Incompatible curricula
- ☐ e. No support for cross-disciplinary teaching in school/district
- ☐ f. Belief that pay-off would not be worth the extra effort
- ☐ g. Other (Please specify:______________________________)

If you have not worked with teachers in other curriculum areas in the past two years, skip to Question 14.

12. **With which of the following departments have you worked in the past two years? Check all that apply.**

- ☐ a. Art
- ☐ b. Social studies/history/geography
- ☐ c. English/language arts
- ☐ d. Music
- ☐ e. Home economics/life management
- ☐ f. Other (Please specify: ______________________________)

13. **What forms has your cooperation with teachers in other departments taken? Check all that apply.**

- ☐ a. Consulted on materials that could be used
- ☐ b. Discussed effective strategies for teaching about culture
- ☐ c. Cooperatively planned/taught lessons or units with other teachers
- ☐ d. Planned and conducted joint field trips
- ☐ e. Assisted in conducting/debriefing role plays/simulations
- ☐ f. Other (Please specify: ______________________________)

14. **To what extent do you think instruction about *culture in social studies classes* could be enhanced by greater cooperation with foreign language teachers?**

☐ a. Greatly enhanced ☐ b. Somewhat enhanced ☐ c. Not enhanced

15. **To what extent do you think instruction about *culture in foreign language classes* could be enhanced by greater cooperation with social studies teachers?**

☐ a. Greatly enhanced ☐ b. Somewhat enhanced ☐ c. Not enhanced

NEEDS IDENTIFICATION

16. **The standards set forth by the National Standards in Foreign Language Education Project call for the integration of culture learning with language instruction. The standards define culture as the philosophical perspectives, behavioral practices, and products (both tangible and intangible) of a society. How well prepared are you to meet the standards in this respect?**

☐ a. Very well prepared ☐ b. Adequately prepared ☐ c. Inadequately prepared

17. **The standards established by the National Standards in Foreign Language Education Project also call on teachers to help students understand culture in the broad sense. As part of this goal, the standards suggest that students should develop increased understanding of their own culture as they compare and contrast it with other cultures under study. How well prepared are you to meet the standards in this respect?**

☐ a. Very well prepared ☐ b. Adequately prepared ☐ c. Inadequately prepared

18. **Reflect on your own preparation to integrate culture and language study. For each of the following experiences you have had, indicate how helpful it was in preparing you to integrate culture and language study. If you have not had an experience, leave that line blank.**

Item	Very Helpful	Somewhat Helpful	Not Helpful
a. College course work in the nature of culture			
b. Inservice programs on the nature of culture			
c. Preservice methods courses			
d. Travel and living in other cultures			
e. Independent study/reading			

19. **How helpful would the following be in enhancing your future teaching about target culture(s) in your classes?**

Item	Very Help-ful	Somewhat Helpful	Not Helpful
a. Materials on the target culture(s), in English			
b. Materials on the target culture(s), written in the language(s) you teach			
c. Staff development opportunities to improve your knowledge of target culture(s)			

20. **How helpful would the following be in enhancing your future teaching about *culture in its broad sense*?**

Item	Very Helpful	Somewhat Helpful	Not Helpful
a. General materials on culture (i.e., not on specific cultures)			
b. Staff development opportunities to improve your understanding of culture			
c. Staff development opportunities to learn strategies for teaching about culture			
d. Planning time to work on your own			
e. Planning time to work with teachers in other departments			
f. Class scheduling allowing your students to be scheduled into the class of a particular teacher in another department			
g. More support/open attitude among teachers in other departments			
h. More support from school or district administrators			
i. More support from the community for cross-disciplinary learning			
j. Other (Specify:______________________________)			

21. **Do you have any other comments about culture and foreign language instruction?**

THANK YOU FOR YOUR TIME!!

Please return completed survey by February 21, 1997 to:

SSEC
P.O. Box 21270
Boulder, CO 80308-4270
Phone: (303) 492-8154 Fax: (303) 449-3925

SSEC
Social Science Education Consortium, Inc
P.O. Box 21270 • Boulder, Colorado 80308-4270 • (303) 492-8154 • FAX (303) 449-392

December 30, 1996

Dear Social Studies Teacher:

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During the 1997-98 school year, we will be conducting follow-up telephone interviews with approximately 100 of the teachers who respond to this survey. If you are willing to participate in a 30-minute interview, please check the box below.

We appreciate your taking the time to share your views and experience with us. We believe the information you provide will be invaluable in enhancing teaching about culture and professional development offerings concerned with culture. Results from the study will be available in 1998. We would be happy to share a copy of the summary with you at that time.

If you have any questions, please don't hesitate to call me at (303) 492-8154.

Sincerely,

Lynn S. Paris
Project Director

Your Name: ____________________
School: ____________________ Phone: ____________
Address: ____________________
City: ____________________ State: __________ Zip: __________

Would you be willing to participate in a follow-up 30-minute interview during the 1997-98 school year? ☐ Yes ☐ No
If you check yes, we will call to set up an interview appointment at your convenience.
Do you want to receive a summary of the study results in 1998? ☐ Yes ☐ No

James R. Giese, Executive Director

Culture Learning in the High School Classroom
Social Studies Teacher Survey

BACKGROUND DATA

Please indicate where you teach: City: ________________ State: ______________

Describe your educational background.

Degree/Year	Major	Minor
a.		
b.		
c.		

How many students are enrolled in your school? Check one.

☐ a. Under 500 ☐ b. 500-1,000 ☐ c. More than 1,000

Is your school (check one):

☐ a. Urban ☐ b. Suburban ☐ c. Rural

How many languages (other than English) are taught at your school? ____________

How would you describe the socioeconomic level of your school community? Check one.

☐ a. Mostly lower income
☐ b. Lower and middle income
☐ c. Mostly middle income
☐ d. Middle and upper income
☐ e. Mostly upper income
☐ f. Mix of all levels

How culturally and ethnically diverse are the students

In your school?	☐ a. Very	☐ b. Somewhat	☐ c. Not at all
In your classes?	☐ a. Very	☐ b. Somewhat	☐ c. Not at all

Note: We have not provided a definition of culture in this survey. Instead, we are looking for a picture of how teachers perceive and teach this concept. The questions that follow are designed to provide such a picture.

TEACHING PHILOSOPHY AND PRACTICE

1. **Fill in the chart below regarding courses you currently teach in which culture could be studied.**

Course taught	For how many years have you taught this course?	Do you teach about culture in this course?
☐ a. World history		
☐ b. World geography		
☐ c. Area studies		
☐ d. World cultures		
☐ e. Global/international studies		

2. **If you do not teach about culture in any of the courses listed above, what are your reasons for not teaching about culture? Check all that apply, then skip to Question 13.**

   - ☐ a. Lack of time in the curriculum
   - ☐ b. Not a priority for me
   - ☐ c. Not a priority in my district or state curriculum
   - ☐ d. Insufficient knowledge of culture
   - ☐ e. Insufficient knowledge of appropriate methodology

3. **Below are several topics that teachers address in teaching about culture.** ***CHECK*** **the three topics on which you spend the most time in your classes.** ***CIRCLE*** **the two topics on which you spend the least time.**

   - ☐ a. Geography and environment
   - ☐ b. History
   - ☐ c. Tangible products of the culture (e.g., foods, dress, types of dwellings, toys)
   - ☐ d. Expressive products of the culture (e.g., literature, art, music, dance)
   - ☐ e. Cultural practices or patterns of social interaction (e.g., manners, use of space, rituals)
   - ☐ f. Cultural perspectives--the philosophies, attitudes, and values of the target culture (e.g., respect for older people, belief in a social hierarchy, religion)
   - ☐ g. Relationships among cultural perspectives, practices, and products

4. **Below are several skill and attitude outcomes for culture learning.** ***CHECK*** **the three outcomes that are most important in your classes.** ***CIRCLE*** **the two outcomes that are least important.**

   - ☐ a. Reflect on own culture through study of the target culture
   - ☐ b. Recognize the role their own cultural values play in shaping attitudes towards other cultures
   - ☐ c. Appreciate similarities and differences between their own culture and the target culture
   - ☐ d. Recognize and can analyze how language reflects culture
   - ☐ e. Adopt alternative ways of seeing and operating in the world
   - ☐ f. Apply a conceptual framework for understanding culture generally
   - ☐ g. Develop and use the skills needed to solve cross-cultural dilemmas/problems

5. **The following strategies can be used to teach about culture. *CHECK* all the strategies that you regularly use in your classes to teach about culture. *CIRCLE* the three strategies most important to you in teaching about culture.**

☐ a. Role plays/simulations
☐ b. Dialogues
☐ c. Cross-cultural scenarios/cultural problem-solving
☐ d. Field trips to culture-focused exhibits, institutions, etc.
☐ e. Participation in festivals
☐ f. Guest presenters from other cultures
☐ g. Interviews with people from other cultures
☐ h. Using expertise of students who are from other cultures
☐ I. Internet/e-mail exchanges
☐ j. Sister schools/pen pal exchanges
☐ k. Study tours to other cultures
☐ l. Other (Please specify: ________________________)

6. **The following materials can be used to teach about culture. *CHECK* all the kinds of materials that you regularly use in your classes to teach about culture. *CIRCLE* the three kinds of materials you most often use in teaching about culture.**

☐ a. Textbooks and accompanying ancillaries
☐ b. Supplementary instructional materials
☐ c. Units you have developed
☐ d. Realia-artifacts
☐ e. Posters
☐ f. Slides, videos, films, laser discs
☐ g. Computer programs, CD-Roms
☐ h. Classical or traditional recorded music
☐ i. Examples of recorded music popular today
☐ j. Classic literary works
☐ k. Popular contemporary literature
☐ l. Comics
☐ m. Children's literature
☐ n. Newspapers, magazines
☐ o. Maps, atlases
☐ p. Encyclopedias, other reference books
☐ q. Other (Please specify: ____)

7. **Which of the following types of assessments do you use to assess culture learning? Check all that apply.**

☐ a. Multiple-choice or other objective tests
☐ b. Essay tests or other writing assignments
☐ c. Research papers or projects
☐ d. Performance tasks
☐ e. Other (Please specify: ____)

CROSS-DISCIPLINARY TEACHING

8. **In the past two years, how often have you worked with foreign language teachers to integrate foreign language and culture studies?**

☐ a. Several times ☐ b. Once or twice ☐ c. Not at all

9. **What are the two *MOST IMPORTANT* reasons you do not work with foreign languageteachers more often? Check two responses.**

☐ a. Lack of time for joint planning
☐ b. Lack of interest/cooperation on part of other departments
☐ c. Lack of interest on my part.
☐ d. Incompatible curricula
☐ e. No support for cross-disciplinary teaching in school/district
☐ f. Belief that pay-off would not be worth the extra effort
☐ g. Other (Please specify:________________________________)

If you have not worked with foreign language teachers in the past two years, skip to Question 11.

10. **What forms has your cooperation with foreign language teachers taken? Check all that apply.**

☐ a. Consulted on materials that could be used
☐ b. Discussed effective strategies for teaching about culture
☐ c. Cooperatively planned/taught lessons or units with other teachers
☐ d. Planned and conducted joint field trips
☐ e. Assisted in conducting/debriefing role plays/simulations
☐ f. Other (Please specify: ________________________________)

11. **To what extent do you think instruction about *culture in social studies classes* could be enhanced by greater cooperation with foreign language teachers?**

☐ a. Greatly enhanced ☐ b. Somewhat enhanced ☐ c. Not enhanced

12. **To what extent do you think instruction about *culture in foreign language classes* could be enhanced by greater cooperation with social studies teachers?**

☐ a. Greatly enhanced ☐ b. Somewhat enhanced ☐ c. Not enhanced

NEEDS IDENTIFICATION

13. **Reflect on your own preparation to teach about culture. For each of the following experiences you have had, indicate how helpful it was in preparing you to teach about culture. If you have not had an experience, leave that line blank.**

Item	Very Helpful	Somewhat Helpful	Not Helpful
a. College course work in the nature of culture			
b. Inservice programs on the nature of culture			
c. Preservice methods courses			
d. Travel and living in other cultures			
e. Independent study/reading			

14. How helpful would the following be in enhancing your future teaching about culture?

Item	Very Helpful	Somewhat Helpful	Not Helpful
a. General materials on culture (i.e., not on specific cultures)			
b. Staff development opportunities to improve your understanding of culture			
c. Staff development opportunities to learn strategies for teaching about culture			
d. Planning time to work on your own			
e. Planning time to work with teachers in other departments			
f. Class scheduling allowing your students to be scheduled into the class of a particular teacher in another department			
g. More support/open attitude among teachers in other departments			
h. More support from school or district administrators			
i. More support from the community for cross-disciplinary learning			
j. Other (Specify:________________________)			

15. Do you have any other comments about culture and social studies instruction? If so, please attach a separate sheet with your comments.

THANK YOU FOR YOUR TIME!!

Please return completed survey by February 21, 1997 to:

SSEC, P.O. Box 21270, Boulder, CO 80308-4270
Phone: (303) 492-8154 Fax: (303) 449-3925

Appendix B

Telephone Interview

ID No. ______

Subject's Name: ______________________ City, State: ________________

Language (s) Taught: ________________ Culture Scale Score: _______

Telephone Interview Protocol

Hello. My name is ________________. I'm the SSEC staff member who will be interviewing you about integrating culture in foreign language teaching. I want to thank you for agreeing to this interview. It will take 20 minutes to complete.

The first topic I would like to ask you about is the teaching of culture in your district and your classroom, including the definition of culture that you use.

1. Is study of culture required in your district's foreign language curriculum?

☐ Yes ☐ No (go to question 3)

2. Has the emphasis on culture in your district's curriculum changed in the past few years? If so, please describe the change and how teachers have addressed it.

☐ Yes ☐ No ☐ Don't know

Follow-up if they indicate the change has been substantial:

2A. What, if any, staff development has been provided to help teachers in integrating culture into foreign language instruction?

3. Culture is a very broad term defined in many different ways. We would like to ask you to think about your definition of culture and what you think it is important for students in your classes to learn about culture. How would you define culture?

BEST COPY AVAILABLE

4. When you responded to the written survey, you chose as the answer that best reflects the place of culture study in your classroom:

☐ Each semester I teach two or three units that integrate culture learning with language acquisition.
☐ I incorporate culture-based lessons periodically when time is available.
☐ Every lesson I teach integrates culture learning with language acquisition.
☐ I integrate culture learning with language acquisition lessons at least one per week.

Is this still accurate?

☐ Yes (go to 4B) ☐ No

4A. Which of the following answers would currently best reflect the place of culture study in your classroom?

☐ Each semester I teach two or three units that integrate culture learning with language acquisition.
☐ I incorporate culture-based lessons periodically when time is available.
☐ Every lesson I teach integrates culture learning with language acquisition.
☐ I integrate culture learning with language acquisition lessons at least one per week.

→ 4B. Could you give an example of a lesson or unit that shows how you do this?

Possible follow-ups if they don't mention materials, strategies, or purposes:

4C. What did you expect students to learn from this lesson?

4D. What materials did you use in this lesson?

4E. What activities did this lesson involve students in?

The next topic for our interview is needs identification--that is, what types of support have been or would be most useful in helping you teach more effectively about culture. This information is particularly important to this research project, since we will be preparing recommendations for staff developers, curriculum coordinators, and school district administrators.

5. Do you have adequate materials for teaching about culture in your foreign language classes?

☐ Yes (Go to question 7) ☐ No

6. What kinds of instructional materials, if any, do you need that you have been unable to obtain?

Follow-up Note: Might ask whether the library/media center's collection is helpful

7. How do you obtain materials for teaching about culture?

☐ Make a request through the foreign language department
☐ Make a request through the media center
☐ Purchase materials on my own
☐ Use free materials that I receive through the mail or at conferences
☐ Obtain materials while traveling in the culture
☐ Other (explain)

8. What is the main reason you use the materials you currently use?

☐ Availability
☐ Familiarity
☐ Easy to use
☐ Other (explain)
☐ Can be used in a short time period
☐ Cost effective
☐ High quality
☐ Authenticity (from the culture being studied)

Now I'm going to ask you some questions about your school district and state. First, I will be asking about your school district.

9. In your school or district, are there mechanisms in place to help the teachers of your foreign language share strategies and materials?

☐ Yes ☐ No (Go to question 13 on next page)

10. What kinds of activities or services does your school or district provide to teachers of your foreign language?

☐ Regular meetings or discussion groups
☐ Periodic workshops
☐ Newsletter
☐ Online listserve or website
☐ Other (explain)

Follow-up Note: If they don't mention any of the above, you might want to ask specifically about them.

11. In your opinion, what is the most effective aspect of your district's support in terms of helping you integrate culture into foreign language instruction?

☐ Time to talk with other teachers
☐ Information on district requirements and activities
☐ Information on district resources
☐ Dissemination of academic information
☐ Nothing
☐ Other (explain)

12. How would you change your district's support system so it better meets your needs in teaching about culture?

Now I am going to ask about your state.

13. Do you belong to a state professional organization, such as a state language teachers association?

☐ Yes ☐ No (go to question 16)

14. What types of support or service does this organization provide?

☐ Periodic meetings or discussion groups
☐ Annual conference
☐ Newsletter
☐ Resource lists
☐ Online listserve or web site
☐ None
☐ Other (explain)

15. How helpful do you find this organization to be in enhancing teaching about culture--very helpful, moderately helpful, or not helpful?

☐ Very helpful ☐ Moderately helpful ☐ Not helpful

Now I'm going to be asking a series of questions about staff development programs on teaching about culture.

16. How useful would each of the following components be in a staff development program on teaching about culture: Very helpful, Moderately helpful, or Not at all helpful?

16A. Expert presenters on culture-specific content, such as the art or religion of a culture

☐ Very helpful ☐ Moderately helpful ☐ Not helpful

16 B. Expert presenters on pedagogy for teaching about culture

☐ Very helpful ☐ Moderately helpful ☐ Not helpful

16C. Time to talk to other teachers about strategies and materials for teaching about culture

☐ Very helpful ☐ Moderately helpful ☐ Not helpful

17. I'm now going to describe five possible staff development formats. For each one, please tell me how likely you would be to attend a staff development program on teaching about culture if presented in this format--Very likely, Somewhat likely, Unlikely

17A. An after-school workshop

☐ Very likely ☐ Somewhat likely ☐ Unlikely

17B. A one-day workshop with release time

☐ Very likely ☐ Somewhat likely ☐ Unlikely

17C. A one-week summer institute

☐ Very likely ☐ Somewhat likely ☐ Unlikely

17D. Monthly meetings with teachers of the same foreign language

☐ Very likely (go to 17F) ☐ Somewhat likely (go to 17F)
☐ Unlikely

17E. If the meetings were regular but less often–say once or twice a semester–would you be likely to go?

☐ Very likely ☐ Somewhat likely ☐ Unlikely

17F. A study tour in the culture

☐ Very likely ☐ Somewhat likely ☐ Unlikely

18. Are you more likely to attend a staff development program that is focused on a specific culture or on culture as a broad concept?

☐ Specific culture ☐ Culture generally

19. Please describe a recent staff development program that you found particularly useful.

Finally, I would like to ask you three brief questions about standards for foreign language learning.

20. How familiar you are with the national standards for foreign language learning? Would you say you are very familiar, somewhat familiar, or not at all familiar with the national standards?

☐ Very familiar ☐ Somewhat familiar
☐ Not at all familiar

21. Does your state have standards for foreign language learning?

☐ Yes ☐ No (go to question 23)
☐ Don't know (go to question 23)

22. How familiar are you with the state standards--very familiar, somewhat familiar, or not at all familiar?

☐ Very familiar ☐ Somewhat familiar
☐ Not at all familiar

23. Do you have any final comments or suggestions?

Thank you for taking part in this interview. We will enter your name into the drawing for free materials. What address should we use to contact you during the summer if you are chosen as the winner?

Culture in the Foreign Language Classroom: A Survey of High School Teachers' Practices and Needs

Executive Summary

Conducted by
Social Science Education Consortium
Boulder, Colorado

Funded by
International Research and Studies Program
U.S. Department of Education

1999

Need for the Study

The national standards for foreign language instruction call for the inclusion of culture in foreign language curricula; the definition of culture used in the standards is a broad one, going beyond previous debates on what aspects of culture should be studied in conjunction with foreign language instruction. Yet little data existed on the extent to which foreign language teachers are currently addressing culture in their courses.

If teachers are indeed focusing primarily on language acquisition, as some analysts suggest, we hypothesized that they would need technical assistance and other forms of support in order to make the changes required to meet the standards. Without data on current practice and perceived needs, however, providing assistance targeted to actual needs would be difficult.

In addition, little was known about the extent to which foreign language teachers work with what appeared to us to be an obvious resource within the school–their colleagues in the social studies department. More information was needed about the extent to which cooperation between departments occurs and about the willingness and ability of social studies teacher to cooperate in developing students' understanding of other cultures.

All these factors combined to provide a strong rationale for a survey of foreign language and social studies teachers.

Project Goal

The overall goal of this project was to conduct a study focused on six research questions:

1. How much time do high school teachers of modern foreign languages devote to the study of culture in their language courses?

2. What content about culture do high school teachers of modern foreign languages cover in their language courses?

3. What strategies and materials do those high school foreign language teachers who report teaching about culture use for culture study?

4. To what extent do foreign language and social studies teachers cooperate in combining language and culture study and does such cooperation encourage foreign language teachers to include culture study in their courses?

5. What factors encourage social studies teachers to work cooperatively with foreign language teachers in planning and implementing culture study opportunities for foreign language students?

6. What materials, staff development opportunities, and institutional support do foreign language teachers believe they need in order to teach about culture more effectively?

Methodology

This research project consisted of two major phases: (1) a mail-out survey and (2) a telephone interview.

Mail-out Survey

The first step in developing the survey instrument was to conduct a review of the research related to culture teaching in the foreign language classroom. This literature review identified a number of issues or topics to be addressed in the survey. Drafts of two surveys—one to be sent to social studies teachers and one to foreign language teachers—were reviewed internally and were then presented to the project advisory board for two rounds of reviews and revisions. The instruments were then piloted with teachers and revised again.

In January 1997, the foreign language survey was sent to 12,000 senior high school modern foreign language teachers, the social studies survey to 6,000 senior high school world history teachers. We received 1,566 completed surveys from foreign language teachers (13.05 percent) and 560 completed surveys from social studies teachers (9.33 percent). These return rates were disappointing but not surprising, given that our project budget did not provide for such return-raising strategies as postcards providing advance notice of the surveys or follow-up mailings.

The data were entered into the Statistical Packages for the Social Sciences (SPSS) and were subjected to a variety of analyses. The initial analyses were reviewed by the advisory board; changes and additions were made based on advisory board feedback.

Telephone Interview

The original goal of the telephone interviews was to pursue in greater detail the needs foreign language teachers identify regarding culture teaching and the factors that encourage social studies teachers to work with foreign language teachers to enhance culture teaching. The surveys of both social studies and foreign language teachers revealed so little active cooperation between the two groups of teachers and a number of barriers to such cooperation; consequently, staff, with the advice of the advisory board, decided not to conduct telephone interviews of social studies teachers. Instead, we decided to expand the interview of foreign language teachers to include additional topics (besides needs). We decided to look at (1) district requirements and staff development regarding culture teaching in the foreign language curriculum, (2) teachers' specific definitions of culture, (3) how teachers describe their own teaching about culture, and (4) teachers' familiarity with the national and state standards for foreign language learning.

A draft of the telephone interview was developed, reviewed in-house, and revised. It was then sent to the advisory board members for comments; another revision was done based on their comments. The instrument was then piloted with foreign language teachers from around the country and revisions made based on their responses.

When teachers returned the mail-out questionnaire, they were asked to indicate whether they would be willing to participate in a telephone survey. The sample was drawn from those teachers who indicated that they would. Since the sample was made up of teachers who (1) returned a written survey that took approximately 20 minutes to complete and (2) were willing to invest another 20 minutes in a telephone interview, it certainly is not representative of all foreign language teachers.

A sample of 402 teachers was selected. These teachers were sent a memo reminding them of their agreement to take part in the interview and informing them that we would be calling them soon. The telephone interviews took place in the spring semester of 1998. A total of 191 interviews were completed. We estimate that approximately 800 phone calls were made in order to complete 191 interviews. The length of the interviews ranged from 12 minutes to 90 minutes, with most falling in the 20- to 40-minute range.

The results on close-ended questions were tallied and percentages were calculated. Comparisons were made across several variables. Responses to the open-ended questions were read several times to identify general categories into which responses could be sorted. Responses were then assigned to these categories, and notes were made of exemplary comments for each category.

Conclusions and Recommendations

Initial conclusions and recommendations were generated by project staff. These conclusions and recommendations were discussed at length with the project advisory board and revised based on their input.

Survey Respondents

Mail-out Survey

The 1566 foreign language teachers who responded to the mail-out survey live in all regions of the country. More respondents teach Spanish than any other language, followed by French, German, Japanese, Russian, Chinese, and other languages. The first four levels of language instruction are all taught by from 50 to 75 percent of the respondents, but the numbers fall off drastically for levels 5 (20 percent) and 6 (4 percent). A substantial minority of the respondents (12 percent) are native speakers of the languages they teach. A majority of the participants reported having spent time in a culture where the language they teach is spoken.

The average number of years taught for the entire sample is 14, with French teachers being the most experienced (16 years average) and Chinese teachers the least (3 years). Nearly half of the respondents received their first degrees in the 1960s or 1970s, with approximately 30 percent receiving those degrees in the 1980s and 1990s; a few received their first degrees in the 1950s. A wide range of majors was reported, with the largest number being specific languages. A substantial majority (60 percent) reported receiving a second degree; 10 percent had received a third degree.

A majority (58 percent) teach in schools with more than 1000 students; 26 percent teach in schools with 500 to 1000 students, and 16 percent in smaller schools. The largest portion of the respondents (44 percent) described their communities as suburban, followed by rural (33 percent) and urban (23 percent). When asked to estimate the SES level of their students, teachers most often chose lower and middle income, but the entire spectrum was represented. Nearly half of the respondents (47 percent) said their school's students were somewhat diverse, with 25 percent saying they were very diverse and 29 percent not at all diverse. Students in foreign language classes were seen as less diverse than students in the broader school population.

A vast majority of the respondents teach in departments where two (28 percent), three (26 percent), or four (22 percent) languages are taught; smaller numbers teach in schools where one (12 percent), five (8 percent), or six or more (4 percent) languages are taught. Slightly more than half of the respondents teach in schools where at least one language is taught at the AP level.

The 560 social studies teachers who responded to the survey were very similar to the foreign language respondents. They, too, live in all regions of the country. More than 60 percent received their first degrees in the 1960s and 1970s, with nearly equal numbers receiving their first degrees in the 1980s and 1990s; a very small number received their first degrees in the 1950s. Seventy-eight different majors were reported, with the most common being history. Nearly two-thirds of the respondents reported earning a second degree.

A majority of the respondents (58 percent) teach in schools enrolling more than 1000 students, with 22 percent teaching in schools with 500 to 1000 students and 20 percent in smaller schools. Forty percent described their communities as suburban, 25.5 percent as urban, and 34.5 percent as rural. When respondents were asked to estimate the socioeconomic level of their students, the most common response was lower/middle income, although the entire range of SES levels was represented. Nearly half the respondents described their schools as "somewhat diverse," with approximately one quarter describing their schools as very diverse and another quarter describing them as not at all diverse. Teachers' schools were perceived as slightly more diverse than their own social studies classrooms.

The most common course taught by respondents was world history, followed by world geography, world cultures, global/international studies, and area studies. Many more teachers reported that their teaching assignments were relatively new—anywhere from 40 to 56 percent depending on the course taught—than their degree dates would indicate, suggesting that teachers change assignments more frequently than the public and researchers may realize.

Telephone Interviews

The 191 foreign language teachers interviewed represented all areas of the country. Of the teachers interviewed, 75 taught Spanish, 72 French, 57 German, 12 Japanese, 7 Russian, and 7 other languages (Modern Greek, Italian, Hebrew). With the exception of one Chinese teacher interviewed in the pilot, all of the Chinese teachers who indicated that they would be willing to be interviewed when they completed their surveys declined the interview when actually telephoned.

Conclusions

This section presents the conclusions we have derived from this study. Readers should keep in mind that our study collected data from high school teachers only. Because the focus of our study and the vast majority of the data gathered relate to foreign language teachers, greater attention is given to this group in both the conclusions and recommendations. Social studies teachers are also included, however; when we refer to social studies teachers, we specifically identify them as such.

Overall, this study leads us to conclude that foreign language teachers' perceptions of what and how they teach about culture are quite different from their actual teaching. Teachers generally express support for teaching about culture, select rather sophisticated rationales for teaching about culture, and describe their own teaching of culture as extensive, using varied teaching materials and strategies. When they are asked to define culture and to describe in some detail how they teach about culture, however, their answers suggest that much remains to be done in terms of implementing the standards. A gap remains between "theory" and what foreign language teachers know, do, and believe they need. More detail is provided in the sections that follow.

Definitions of Culture

No definition of culture is common among teachers. When asked in an interview, most teachers are able to provide some definition of the term, but many of the definitions are fairly concrete (e.g., defining culture by listing such elements as food, literature, and greeting behavior); few teachers have holistic conceptualizations of culture or articulate relations among the elements of culture. Teachers do not have the kind of conceptual framework into which cultural information can be fit that is described in the standards.

When given a forced-choice written survey question on what topics related to culture are taught, teachers indicate that the most commonly taught topics are tangible products, cultural practices, and cultural perspectives. Examples given during interviews support these choices; unfortunately, the examples given in the interviews suggest that the coverage of these topics lacks depth.

The survey question regarding topics stressed showed some of the largest differences between social studies and foreign language teachers, with social studies teachers more likely to choose the factually oriented topics of geography/environment and history. Only cultural perspectives was emphasized by both groups. Both groups chose relationships among cultural perspectives, practices, and products as one of their least taught topics, suggesting that neither group has a well-developed conceptual framework for culture that they use in organizing instruction or in helping students place cultural information into context.

Rationale and Goals for Teaching About Culture

Nearly two-thirds of the survey respondents (63.9 percent) selected the most sophisticated rationale as their reason for teaching about culture: "Culture is woven into the language of those who live in the culture, and thus understanding culture is critical to language learning." However, interview responses suggest that actual teaching about culture does not truly support this rationale; most teachers' culture lessons are not well integrated with language instruction and lack the depth that would be needed to truly illustrate the relationship between culture and language.

The most important skill or attitude outcome teachers hold for teaching about culture is to help students appreciate similarities and differences between their own culture and the target culture. This finding from the written survey was confirmed by comments in response to the interview. Again, the lack of systematic and in-depth teaching about culture allows the focus on similarities and differences to occur without a context that would help students make sense of the information presented.

In terms of important goals, social studies teachers are very similar to foreign language teachers, also placing emphasis on appreciating similarities and differences between their own culture and the target culture.

Teaching About Culture

On the written survey, most foreign language teachers report they are teaching about culture on a daily (43.6 percent) or weekly (32.0 percent) basis. Those interviewed reaffirmed their responses to this question, but their descriptions of their practice suggest that they are not doing as much as these responses might initially indicate. Some teachers who say they teach about culture daily in fact merely answer the random questions about culture that students pose; others may use an anecdote from their own travel experience to make a point or enliven the class, regarding this practice as daily attention to culture. Overall, interview results suggest that the culture content presented is too often superficial, not systematic, and not given much weight in the assessment process (88.5 percent of teachers weight culture learning as 20 percent or less of students' grades).

Perceived barriers to teaching about culture include competing priorities, particularly the need to help students acquire the language and gain conversation skills (aspects of language learning that teachers believe are more important in national tests); lack of support for foreign language and culture study in the community and school; lack of time, both to plan and to actually teach culture; students who do not value or enjoy the study of culture; and personal feelings of inadequacy. Teachers' responses indicate that inclusion of culture learning on standardized tests could be a powerful influence on the teaching of culture.

Teachers use a wide array of materials and methods for teaching about culture. While texts are the most widely used materials—and many teachers believe they are getting better in terms of their coverage of culture content—many other materials are used as well, with videos and authentic materials being among the most popular. Most materials used focus on particular cultures, not on culture broadly. Urban and suburban teachers generally provide somewhat more varied learning environments than rural teachers. We cannot conclude based on our data how effectively various teaching materials and strategies are used or whether the materials and strategies used contribute to achieving teachers' stated or implicit goals.

More than 95 percent of the social studies teachers surveyed say that they teach about culture, although we did not ask how often they do so. The most common reason given for not teaching about culture was lack of time in the curriculum, a response we see as parallel to foreign language teachers' citing of competing curricular priorities. Social studies teachers also reported using varied teaching strategies and materials for teaching about culture, although their instruction is somewhat less varied than that of foreign language teachers. However, social studies teachers use somewhat more varied assessment strategies than foreign language teachers and appear to assess culture learning more frequently, perhaps suggesting that culture is viewed as a more integral part of social studies courses than of foreign language courses.

Variables Related to Teaching About Culture

When analyzing the study results, we found that teachers are more alike than they are different. Some factors did, however, seem to interact with approaches to culture.

Teachers who have spent a significant amount of time in another culture appear to approach the teaching of culture somewhat differently than those who have spent little or no time in the culture. Some of the differences are based on such obvious advantages as access to authentic materials and contacts with people in other countries. Others are more complex. For example, those who have spent time in another culture are more likely to score high on an array of questions indicating greater commitment to teaching about culture and to participating in ongoing professional development (designated the culture scale by project staff).

Teachers with recent degrees in a foreign language or education do not appear to be better prepared to address the conception of culture called for in the standards. In fact, their lack of teaching and travel experience may actually make addressing the standards more difficult for them.

Teachers who teach less commonly taught languages are less experienced than teachers of more commonly taught languages and are more likely to be native speakers. They also differ from teachers of the more commonly taught languages in ways that cannot be accounted for by the above two factors; these differences may be explained by differences in the availability of materials and in the languages themselves.

Teachers in larger schools and larger communities were more likely to have higher scores on the culture scale. Teachers who reported attending staff development programs also were more likely to have higher scores on the culture scale.

None of the variables analyzed for social studies teachers (on whom less information was available) revealed notable differences, again supporting the conclusion that teachers are more alike than they are different.

Preparation to Teach About Culture

Approximately 30 percent of foreign language teachers surveyed believe they are well prepared to meet the foreign language standards with respect to teaching about culture; slightly more than half believe they are adequately prepared, and around 15 percent think they are inadequately prepared. The most helpful experiences in preparing to teach about culture were travel/living in another culture and independent study/reading. The least helpful were preservice methods courses.

Social studies teachers' assessment of the utility of various preparatory experiences paralleled that of the foreign language teachers, with travel and individual study seen as very helpful and preservice methods courses seen as least helpful. Travel does appear to be a more common experience among foreign language teachers than social studies teachers.

Perceived Needs

The most common need expressed by both foreign language and social studies teachers is the need for more time to plan and to work with other teachers.

While many foreign language teachers expressed a desire for more materials, the perceived problem seems to be more with teachers' access to materials (due to lack of financial support) than with the range of materials available. Teachers occasionally expressed a desire for a certain kind of material they had been unable to find; generally, however, they indicated that materials are plentiful but funds for their purchase are not. Thus, the real perceived need with respect to materials is money, rather than materials themselves.

However, it should be noted that teachers are generally working with definitions of culture that are less sophisticated than the definition embodied in the standard. Most of the materials they report using focus on the specifics of particular cultures. Thus, there may be an unrealized need for materials that help teachers and students understand culture as a broad organizing and socially constructed concept.

Foreign language teachers feel a lack of support for teaching about culture and, more generally, for teaching foreign language. They see this lack of support in limited budgets, in parental, administrative, collegial, and student attitudes toward culture learning, and in failure to provide time or staff development needed to improve their teaching about culture.

Teachers indicated that several different kinds of staff development would be helpful to them and that they were interested in a range of staff development formats. They were particularly enthusiastic about opportunities to share materials and strategies with other teachers–something they rarely have time or structured opportunities to do. However, teachers also expressed an underlying skepticism about staff development, perhaps because few could recall a particularly helpful staff development program they had attended recently. Many were especially scathing when they described their own districts' approaches to staff development. Few could describe staff development programs on culture that had been helpful to them; only a handful of teachers described such programs that went beyond the superficial.

Cross-Disciplinary Teaching

Cooperation between foreign language and social studies teachers is limited in terms of the amount of cooperation that occurs and the type of cooperation. Nearly half the foreign language teachers (49.5 percent) have not cooperated with a teacher in **any** other discipline in teaching about culture in the past two years. More than two-thirds of social studies teachers (69 percent) have not cooperated with a foreign language teacher in that same time period. Among the teachers who have cooperated across disciplines, most have done so only once or twice (35 percent of foreign language teachers with any other discipline, 21 percent of social studies teachers with foreign language teachers); relatively small percentages have done so several times (15.5 percent of foreign language teachers with any other discipline, 10 percent of social studies teachers with foreign language teachers). The most common forms of cooperation reported were consultation on materials, cooperative planning or teaching of lessons, discussion of effective strategies, and planning and conducting joint field trips. Two of these forms of cooperation involve talking about teaching, which is valuable but, as a form of cooperation, is somewhat limited.

The barriers to increased cooperation between foreign language and social studies teachers are many. They include lack of time for joint planning, incompatible curricula, lack of support for cross-disciplinary teaching in the school or district, and lack of interest among the teachers themselves or among their counterparts in other departments. While factors that encourage cooperation were not pursued in depth, some interview responses suggest that a personal relationship with another teacher is the most important factor in encouraging cooperation.

Recommendations

The findings of this study indicate that, for the national standards in foreign language learning to be achieved, many improvements in teaching and teacher preparation are needed. This finding is not surprising, since numerous research studies have documented that curriculum change takes time and is resource hungry.

Our overarching recommendation is essentially a challenge to foreign language teachers: we recommend that teachers take responsibility for increasing their own knowledge of culture, particularly culture in the broad sense, and appropriate pedagogy for teaching about culture; apply their knowledge in providing learning opportunities that reflect a deeper and more conceptual approach to culture, as recommended in the foreign language standards; and demonstrate the importance of culture learning by including it as a significant component of assessment. If teachers accept this challenge, they will need assistance in the form of improved teacher education, teaching materials with strong cultural components, and financial and intellectual support from the education and broader communities.

Teacher Education/Staff Development

Culture should be addressed much more extensively in both preservice and inservice teacher education. A total reexamination of how culture learning is approached in teacher education appears to be in order. Possible steps to improve culture learning in teacher education programs are described below.

Preservice teachers should be introduced to the anthro-process approach to culture, perhaps through a required anthropology course, and should be taught how to integrate the teaching of culture with the teaching of language. This integration should be modeled in foreign language classes at the university level, as well as in education methods classes and classes on assessment and evaluation. Student teachers should be placed with cooperating teachers who place high value on integrating culture and language study and who are skilled at doing so. Opportunities for preservice teachers to live/study abroad should be provided.

In-depth staff development with respect to teaching about culture is clearly wanted and needed by inservice teachers. While teachers' top priority is the opportunity to exchange materials and strategies with other teachers, such opportunities should be combined with sessions that improve teachers' substantive understanding of culture, particularly in its broadest sense. They also need staff development related to how to teach about and assess culture learning effectively.

To overcome teachers' cynicism about staff development, utmost care must be taken that staff development programs focused on teaching culture are of the highest quality. Because teachers express the greatest interest in staff development that is focused on cultures where the specific language they teach is spoken, it may be advisable to teach broader notions about culture within specific contexts; however, these contexts should include all the cultures where a language is spoken, not just the originating country (Francophone Africa and Quebec, as well as France, for example). Many teachers feel ill-prepared to teach about multiple areas where a language is spoken.

Every teacher needs the opportunity to see a good culture lesson or unit being taught. School districts, state departments of education, and professional organizations should consider ways in which this recommendation could be achieved. One possibility is to identify exemplary culture teachers and make arrangements for other teachers to observe these teachers in action. Another possibility would be to develop videotapes of successful lessons or units and to distribute them as widely as possible. A device to self-assess (such as a checklist) would be a useful tool for teachers.

Staff development is also needed at the district or school level, depending on where such curriculum decisions are made, to help foreign language educators determine a scope and sequence for culture learning in their school/district, with articulation across grade levels and courses. Culture learning should be aligned across grade levels and courses in a similar manner to language learning. Furthermore, those in the school or district who develop or select assessments should receive training in how culture learning can be assessed.

For all inservice staff development programs, special efforts will need to be made to reach those teachers who are geographically isolated from many staff development opportunities–through distance learning/networking, cooperation among neighboring school districts, and the like.

Opportunities for teachers to travel and study abroad should be provided. Schools should support these efforts, if not monetarily at least through recognition that they contribute to improved teaching and learning.

Materials and Materials Selection

Professional organizations should continue to work with publishers to ensure that the improvements in textbooks' coverage of culture continue. Teachers use textbooks, so an organized, integrated, and conceptual approach to culture in textbook programs provides a valuable model for teachers. Professional organizations should stay up to date on the current status of culture in textbooks, identifying areas for improvement and providing publishers with assistance in making such improvements, whether through staff development programs for editorial staff, identification of excellent culture teachers or content experts to serve as consultants or authors for the publisher, or other means. Publishers should be encouraged to include culture learning in the assessments they provide with their text programs.

Professional organizations should provide staff development programs or tools for curriculum coordinators in selection of materials that meet (or begin to meet) the standards' requirements with respect to culture. These staff development programs should include attention to assessment as well.

Professional organizations should also use their influence to lobby for the inclusion of culture learning in standardized assessments, particularly those assessments that are considered "high stakes" and therefore important by parents, students, and teachers–such as the Regents Exam in New York, the Advanced Placement tests, and the SAT language tests.

In at least two areas related to materials, the study data is not conclusive but does suggest possible needs. First, there may be a need for materials that address culture more broadly (i.e., the anthro-process approach to understanding culture as a broad organizing concept). If such materials do exist, teachers need to be made aware of their existence and how they can be used. Second, teachers may need staff development in how to use authentic materials effectively. While teachers value authentic materials and rank authenticity as one of the most important criteria in selecting materials, the interview results suggest that they may not be using these materials effectively.

Support

A perceived lack of support is not an excuse for failing to improve culture learning. Indeed, strengthening culture learning will help build support for this aspect of the curriculum. However, foreign language educators at all levels should also be proactive in building support for the work they do. These educators should make systematic efforts to demonstrate the importance of integrated culture and language learning to teachers in other disciplines, administrators, students, and community members.

Foreign language educators at all levels should involve administrators and members of the public in their programs as a means of building support for foreign language learning generally and culture learning specifically. In addition, administrators whose responsibilities include supervising foreign language departments should take the initiative to become familiar with the foreign language standards, to learn about effective approaches for integrating culture and language learning, and to provide time, funding, and other forms of support that will help foreign language teachers do a better job of teaching about culture. When feasible, administrators should also support efforts by foreign language and social studies teachers to work cooperatively to improve culture teaching and learning in both departments.

Cross-Disciplinary Teaching

The standards in foreign language are such that educators cannot ignore the fact that they must work across disciplinary boundaries. However, the perceived and actual barriers to cross-disciplinary teaching in the form of cooperation between foreign language and social studies teachers are substantial, and other needs are compelling. Consequently, we do not, at this time, recommend devoting extensive resources to increasing this form of cross-disciplinary teaching. We do, nevertheless, recommend that communication across disciplinary boundaries be encouraged. Certainly, when opportunities to encourage cross-disciplinary teaching arise, they should be taken; models that exist should be identified and disseminated. Professional organizations and preservice teacher educators in both curriculum areas should make efforts to identify ways in which they can work together to reorient preservice teachers' thinking about culture teaching toward a conceptual approach. Furthermore, we would encourage teachers in social studies and foreign language to learn about the curriculum in the other department as a first step toward future cooperative work.

Future Research

Much remains to be learned about the teaching of culture in high school foreign language and social studies classrooms. Several areas in which additional data would be particularly helpful are described below:

- What students are learning about culture should be studied. Our study looked only at teachers' descriptions of their teaching, not at what students are learning. A large-scale assessment of students' understanding of culture is needed.

- Teaching about culture should be studied through another mechanism not reliant on self-report. A series of case studies in which extensive classroom observations could be compared with teachers' descriptions of their thinking and practice should be undertaken.
- Our study indicated that teachers use a wide range of materials, but it did not generate data on how they use those materials. A study that generated such data would be extremely valuable.
- An international comparison of approaches to teaching about culture and of students' cultural knowledge would also be valuable.
- As preservice and inservice teacher education programs look for better ways to prepare teachers to teach about culture, research should be conducted to assess the effects of various program models on teachers' practice and students' learning.

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